

**ANALYSIS OF FACTORS THAT AFFECTING ENTREPRENEURSHIP
INTEREST IN STUDENTS OF ACCOUNTING EDUCATION
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY**

UNDERGRADUATE THESIS

This undergraduate thesis is submitted in partial fulfillment
of the requirements to obtain the degree of Bachelor
of Education in Faculty of Economics
Yogyakarta State University



By:

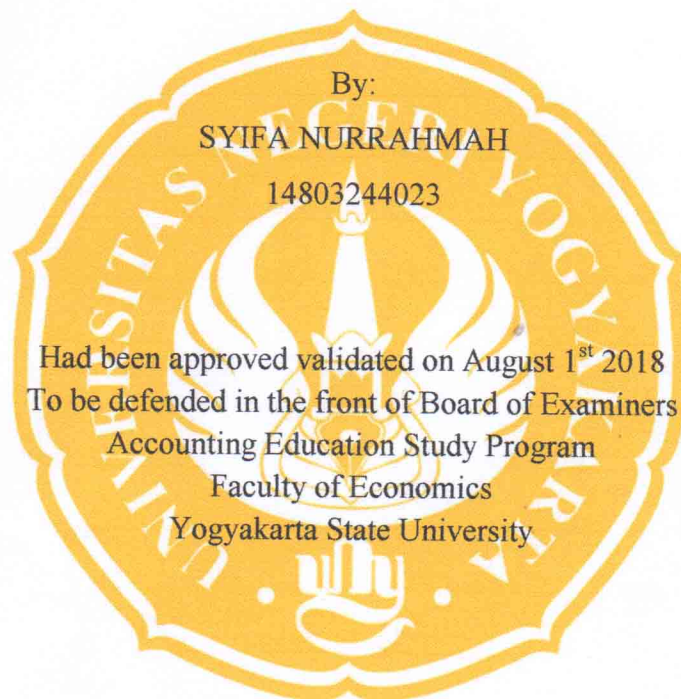
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**ACCOUNTING EDUCATION STUDY PROGRAM
ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
2018**

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UNDERGRADUATE THESIS



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VALIDATION PAGE

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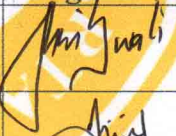
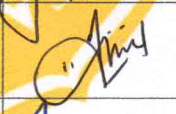

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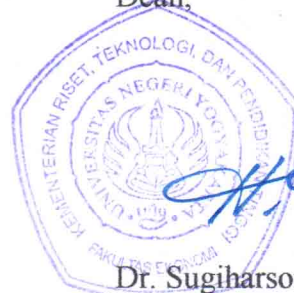
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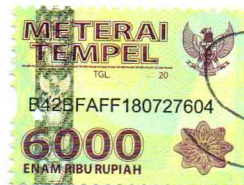
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Hereby declare that this undergraduate thesis in my own original work. According to my knowledge, there is no work or opinion written or published by others, except as reference or citation by following the prevalent procedure or scientific writing.

Yogyakarta, August, 1st 2018

Writer,



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MOTTO

“For indeed, with hardship (will be) ease. Indeed, with hardship (will be ease)”

(QS. Al Insyirah: 5-6)

“The best of human beings are useful for other”

(HR. Ahmad)

DEDICATION

This simple work is dedicated to:

My Beloved Parents,

My Father, Mustofa

My Mother, Latifah Anifiatun

My Siblings, a Fahmi & Rahma

Teh Nanin, Hasbi & Hamzah

(Barakallahufiikum)

**ANALYSIS OF FACTORS THAT AFFECTING ENTREPRENEURSHIP
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ABSTRACT

This study aims to investigate: 1) the effect of Entrepreneurship Education on Entrepreneurship Interest, 2) the effect of Independence on Entrepreneurship Interest, 3) the effect of Risk Tolerance on Entrepreneurship Interest, 4) the effect of Family Environment on Entrepreneurship Interest, 5) the effect of Role Model on Entrepreneurship Interest, and 6) the effect of Entrepreneurship Education, Independence, Risk Tolerance, Family Environment, and Role Model on Entrepreneurship Interest in students of Accounting Education Faculty of Economics Yogyakarta State University.

The research sample were 154 Students of Accounting Education batch 2014 and 2015 Yogyakarta State University. The data were collected through questionnaire. The research instrument was tested by validity and reliability test. Pre-requisites test analysis included linearity, multicollinearity, and heteroscedascity. Data were analyzed by simple regression and multiple regression.

The result of the study in Students of Accounting Education Faculty of Economics Yogyakarta State University show that (1) Entrepreneurship Education positively affect Entrepreneurship Interest indicated by t count 4,134 and significance value 0,000 (2) Independence positively affect Entrepreneurship Interest indicated by t count 3,825 and significance value 0,000 (3) Risk Tolerance positively affect Entrepreneurship Interest indicated by t count 5,375 and significance value 0,000 (4) Family Environment positively affect Entrepreneurship Interest indicated by t count 7,011 and significance value 0,000 (5) Role Model positively affect Entrepreneurship Interest indicated by t count 9,905 and significance value 0,000 (6) Entrepreneurship Education, Independence, Risk Tolerance, Family Environment, and Role Model simultaneously affect Entrepreneurship Interest indicated by value of adjusted R^2 0,511; F count 25,663 and significance value 0,000

Keywords: Entrepreneurship Interest, Entrepreneurship Education, Independence, Risk Tolerance, Family Environment, Role Model

**ANALISIS FAKTOR-FAKTOR YANG MEMPENGARUHI MINAT
BERWIRAUSAHA MAHASISWA PENDIDIKAN AKUNTANSI
FAKULTAS EKONOMI
UNIVERSITAS NEGERI YOGYAKARTA**

Oleh:

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NIM. 14803244023

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: 1) Pengaruh Pendidikan kewirausahaan terhadap Minat Berwirausaha, 2) Pengaruh Kemandirian terhadap Minat Berwirausaha, 3) Pengaruh Toleransi Risiko terhadap Minat Berwirausaha, 4) Pengaruh Lingkungan Keluarga terhadap Minat Berwirausaha, 5) Pengaruh Role Model terhadap Minat Berwirausaha, dan 6) Pengaruh Pendidikan Kewirausahaan, Kemandirian, Toleransi Risiko, Lingkungan Keluarga, dan Role Model secara bersama-sama terhadap Minat Berwirausaha Mahasiswa Pendidikan Akuntansi Fakultas Ekonomi Universitas Negeri Yogyakarta.

Sampel penelitian ini adalah 154 Mahasiswa Pendidikan Akuntansi FE UNY angkatan 2014 dan 2015. Pengumpulan data menggunakan metode kuesioner atau angket. Uji coba instrumen penelitian dilakukan dengan uji validitas dan tes reliabilitas. Pengujian prasyarat analisis meliputi uji linieritas, uji multikolinieritas, dan uji heteroskedastisitas. Teknik analisis data yang digunakan adalah teknik analisis regresi sederhana dan teknik analisis regresi berganda.

Hasil penelitian terhadap Mahasiswa Pendidikan Akuntansi FE UNY adalah (1) Pendidikan Kewirausahaan berpengaruh positif terhadap Minat Berwirausaha dengan nilai t_{hitung} 4,134 dan nilai signifikan 0,000 (2) Kemandirian berpengaruh positif terhadap Minat Berwirausaha dengan nilai t_{hitung} 3,825 dan nilai signifikan 0,000 (3) Toleransi Risiko berpengaruh positif terhadap Minat Berwirausaha dengan nilai t_{hitung} 5,375 dan nilai signifikan 0,000 (4) Lingkungan Keluarga berpengaruh positif terhadap Minat Berwirausaha dengan nilai t_{hitung} 7,011 dan nilai signifikan 0,000 (5) Role Model berpengaruh positif terhadap Minat Berwirausaha dengan nilai t_{hitung} 9,905 dan nilai signifikan 0,000 (6) Pendidikan Kewirausahaan, Kemandirian, Toleransi Risiko, Lingkungan Keluarga, dan Role Model memiliki pengaruh secara bersama-sama terhadap Minat Berwirausaha yang ditunjukkan dengan nilai Adjusted R^2 sebesar 0,511; F_{hitung} 25,663 dan nilai signifikan 0,000

Kata Kunci: *Minat Berwirausaha, Pendidikan Kewirausahaan, Kemandirian, Toleransi Risiko, Lingkungan Keluarga, Role Model*

FOREWORD

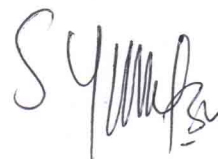
First of all, I would like to thank Allah SWT the Almighty that has given me bless, mercy, and guidance so this undergraduate thesis entitled “Analysis of Factors that Affecting Entrepreneurship Interest in Students of Accounting Education Faculty of Economic Yogyakarta State University” can be finished. I realize that it would not have been possible without the support of many people. Therefore, I would like to express my deepest gratitude to the following:

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5. All the students of Accounting Education Yogyakarta State University
6. All parties who can't be mentioned individually but had provided me all their support and help.

The researcher hopes that their kindness get a better reward by Allah SWT. Finally, researcher hope that this work will be usefull for the readers.

Yogyakarta, August 2018

Writer,



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CHAPTER I

INTRODUCTION

A. Problem Background

Central Agency of Statistics in Special Region of Yogyakarta mentioned that the Rate of Labor Force Participation in Yogyakarta on February 2017 was 72,0%, decreased from February 2016 at 72,2%. Meanwhile, the Open Unemployment Rate in Yogyakarta increased from 2,81% in February 2016 to 2.84% in February 2017.

Based on survey result conducted by Sakernas of Special Region of Yogyakarta on February 2017 show that the Open Unemployment Rate if seen from the level of education that was finished, the highest open unemployment rate occur in the labor force at the level of education of Senior High School was 7.64% followed by the University was 3.43% and Vocational High School was 1.98%. While, for the lowest open unemployment rate occurred in the labor force with the highest education level of elementary school or lower was 0.48% followed by junior high school education was 1.29%. The value of open unemployment rate for the period of February 2015 to February 2017 was presented in Figure 1 below.

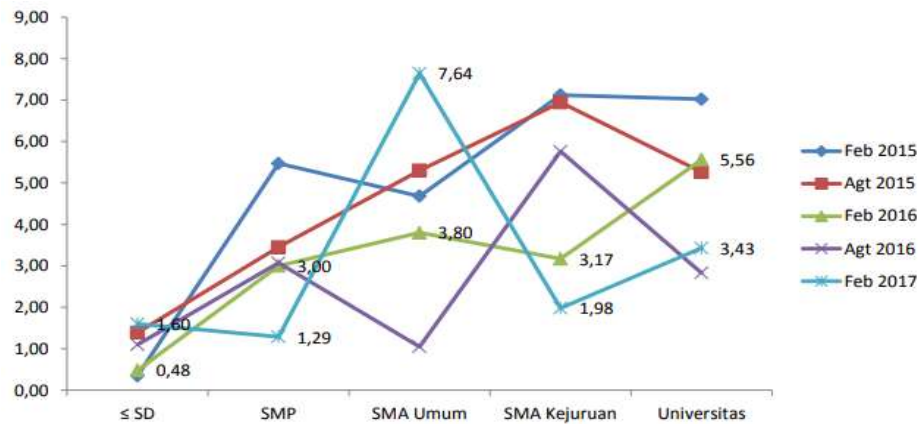


Figure 1. Open Unemployment Rate Based on Education in Yogyakarta on February 2015 – February 2017

Source: Central Agency of Statistics of Yogyakarta (2017)

During the period of February 2016 - February 2017, the number of Open Unemployment Rate for the workforce of university education level decreased by 2.13% points. Although decreased, it still show an unemployment tendency that resulted from the labor force at the higher education level. It shows that higher education did not guarantee to get a job easily. The number of college graduates who become unemployed caused by the mismatch between the profile of graduates produced by the University and the qualifications of labor required by the company. This is supported by a research conducted by Michael Gibbons that supported by World Bank (1998), which stated that Higher Education does not in itself respond to the demands for skilled workers in the labor market. This is one of the major disconnections commonly identified in most Asian countries.

One of the effort to overcome unemployment is to open for widest vocation which is not only become the task of the government in economic development because it will be very much in need of budget spending, personel and supervision so that vocation are able to be provided by the government is very limited to complete the problem of unemployment in Indonesia.

Efforts that can be done to overcome unemployment is development of entrepreneurship. Entrepreneurship is one of the important concerns to improve the economic growth of a country. Peterson and Lee (2000: 401), explain that entrepreneurship can help to provide employment opportunities, meet the needs and services for consumers, and can grow the welfare and competition level of a country. Buchari (2013: 1), reveal that other benefits to be gained through entrepreneurship are the increasing the capacity of work and becoming an economic development generator, as well as forming a superior community character and always want to help others.

Many of entrepreneurial benefits that have not been fully realized by the people of Indonesia. It can be seen from the number of entrepreneurs in Indonesia is still very low, that is only about 1.6 to 1.8% of the total population in Indonesia, while a country can be said to advance if the number of entrepreneur reach 2% of the total population of a country. This indicates that there is still a lack of interest from Indonesian society for entrepreneurship. The low interest in entrepreneurship also occurs in the

students. Based on preliminary survey on entrepreneurship interest in Faculty of Economics Yogyakarta State University students, from 50 students, only 14 students or about 28% of the total respondents interested in entrepreneurship after completing the lecture.

The lack of entrepreneurship interest in Faculty of Economic of Yogyakarta State University students for entrepreneurship has not met the expectations of the government that has launched a policy on entrepreneurship development by providing entrepreneurship education at the university level. Education and knowledge of entrepreneurship given in university is expected to be able to prepare its graduates to become someone who is able to provide vocation and not only looking for a job. University is expected to be able to provide readiness and skills so that the graduates will be ready and able to answer any challenges that will likely faced after graduation. This is in line with the goal of University in shaping the student to be critical, creative, innovative, independent, self-confident and entrepreneurial as mentioned in Government Regulation No. 17 of 2010.

Based on the objectives of the university, the government has a policy based on entrepreneurship development that has been started since 1995 (Susilaningsih, 2005). In addition, DIKTI has also facilitated Entrepreneurship Education in Higher Education since 1997 with an entrepreneurship development program that offers various activities namely Entrepreneurship Lecture, Entrepreneurship Internship, Business Lecture,

Business Consultant and Work Placement, and New Entrepreneurial Incubator (Susilaningsih, 2005). The policy in entrepreneurship development in university is implemented as the government's effort in improving the quality of college graduates by implementing ability, expertise, responsibility attitude, teamwork building, and developing independent and developing business through creative activities in the field of science.

Developing entrepreneurship in university has also been proclaimed by Yogyakarta State University. Entrepreneurship becomes one of the subjects that must be taken by all students in the Faculty of Economics, Yogyakarta State University. The purpose of this entrepreneurship course is to grow and develop the entrepreneurship spirit of the students, so the students will be ready in opening business opportunities or business that appropriate to the ability after completing his education at Yogyakarta State University.

Besides providing knowledge with the entrepreneurship course, Yogyakarta State University also provides adequate facilities in the development of entrepreneurship that is with the entrepreneurship laboratory that was inaugurated on May 17, 2015. The existence of entrepreneurship development at Yogyakarta State University that has been planned and run well enough does not rule out the possibility that the low interest of students in entrepreneurship. This allows a small number of students who are interested in continuing their business activities after entrepreneurship and

entrepreneurship laboratory at Yogyakarta State University still looks quiet from activities involving many students.

In fact, the entrepreneurship education that is obtained in university has not enough effects on the interest of students to entrepreneurship. Based on the results of the survey to 50 students who has received entrepreneurship education, some students assumed that entrepreneurship education did not affect their interest to entrepreneurship. Although getting entrepreneurship education as a subject, as many as 36 students who participated in the survey, choose to work as an employee and civil servants after finishing college. It is not without reason, they feel unprepared for the challenges and risks that may occur in entrepreneurship such as losses that may be experienced.

It cannot be denied that entrepreneurship is not an easy thing for anyone who is not ready to carry on. It takes the ability that needs to be prepared early in order to someone ready to face various challenges while doing business. One of the challenges must be faced for an entrepreneur is the uncertainty in the continuity of his or her business including the profit or loss that will be earned. There is a big possibility for an entrepreneur to lose. Therefore, an entrepreneur is required to always be ready in making decisions that he thinks it is appropriate to various possibilities of the risks faced.

Although most of the students who follow the survey were not interested in entrepreneurship because they were not ready to face various

risks, but some students who were interested in entrepreneurship argue for reasons to do business. One of their reasons is the desire to become an independent person by having their own income. From 50 students, as much as 33 students had ever pioneered a business while study in college. This was done because they did not want to rely on the cost of living given by their parents. Many of students trying to start entrepreneurship during college, this shows that student independent is forming, even though only 3 of 50 college students who meet their life needs during college by working and others still rely on cost of living provided by their parents.

Independent and readiness of person to take risks are the characters needed to start a business. Independent is an attitude of not wanting to depend on others. In entrepreneurship, required an independent attitude and willingness to work hard and responsible for all decisions he took. Besides being an independent, an entrepreneur is also required being dare to take risks from every decision them takes. It is possible that in entrepreneurship will be many challenges and various risks that must be faced.

To become a successful entrepreneur, an entrepreneur needs positive support from the family environment. The positive support from family will give a good impact for entrepreneur when he/she is being dilemma on his entrepreneurial activities. In addition, a person who has a support of parents and family will be more interested to entrepreneurship because it has a support both materials support and nonmaterial support.

In entrepreneurship is also required a role model that can be used as a reference to be imitated and can be used as an inspiration of a person in making decisions and achieve certain goals. Efrata and Maichal (2016), argued that role model play an important role in the success of entrepreneurship education, especially when students think there is a gap between the theory studied and its practical application in the field. Students tend to have low motivation in entrepreneurship education, if the students have the view that there is a large gap between theory and practical application in the education of entrepreneurship that he took. Thus, the existence of role model can be a bridge to overcome the gap between theory and practical application.

The easiest Role model to find is the existence of someone who can be an example in the environment, either family environment or social environment. Ideally, a person's personalities will be formed in accordance with the environment, for example someone whose parents are entrepreneur will be more interested in becoming an entrepreneur as well. Based on preliminary survey, from 13 students whose parents are entrepreneur, only 6 students interested in entrepreneurship. This shows that the family environment, especially the parent's job, is not necessarily able to influence the choice of work to be taken by someone.

Based on this background, the researcher sees there are several factors that affect entrepreneurial interest in the students of the Faculty of Economics,

Yogyakarta State University. Researcher interested in doing research, entitled Analysis of Factors that Affecting Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. The factor analyzed further are Entrepreneurship Education, Independence, Risk Tolerance, Family Environment and Role Model.

B. Problem Identification

Based on the background that has described, some of the issues that can be identified are:

1. There is a gap between the profiles of college graduates with the required qualifications of labor resulting the educated unemployment.
2. The lack of entrepreneurship interest in the students of the Faculty of Economics, Yogyakarta State University.
3. The limit of vocation has not given an awareness to the students of Faculty of Economics to open their own vocation with entrepreneurship.
4. The existence of uncertainty in the entrepreneur makes the students discouraged to become entrepreneur.
5. Entrepreneurship subjects have not been able to encourage student interest to become an entrepreneur.

C. Problem Limitation

Based on the background and the identification of the problem, it is necessary to limit the problem. Researcher limit the problem on student interest of Accounting Education Yogyakarta State University to become an entrepreneur. There is some of the factors that became the focus of this research. The factors are entrepreneurship education, independence, risk tolerance, family environment, and role model.

D. Problem Formulation

Based on the identification and problem limitation, the problem formulation in this research are:

1. How is the influence of entrepreneurship education on entrepreneurship interest in Students of Accounting Education, Faculty of Economics, Yogyakarta State University?
2. How is the influence of independence on entrepreneurship interest in Students of Accounting Education, Faculty of Economics, Yogyakarta State University?
3. How is the influence of risk tolerance on entrepreneurship interest in Students of Accounting Education, Faculty of Economics, Yogyakarta State University?

4. How is the influence of the family environment on entrepreneurship interest in Students of Accounting Education, Faculty of Economics, Yogyakarta State University?
5. How is the influence of the role model on entrepreneurship interest in Students of Accounting Education, Faculty of Economics, Yogyakarta State University?
6. How is the influence of entrepreneurship education, independence, risk tolerance, family environment, and role model of entrepreneurship interest in Students of Accounting Education, Faculty of Economics, Yogyakarta State University?

E. Research Objectives

Based on the problem formulation that has been described, the purpose of this research are:

1. To know the influence of entrepreneurship education on entrepreneurship interest in Students of Accounting Education, Faculty of Economics, Yogyakarta State University.
2. To know the influence of independence on entrepreneurship interest in Students of Accounting Education, Faculty of Economics Yogyakarta State University.

3. To know the influence of risk tolerance on entrepreneurship interest in Students of Accounting Education, Faculty of Economics Yogyakarta State University.
4. To know the influence of the family environment on entrepreneurship interest in Students of Accounting Education, Faculty of Economics Yogyakarta State University.
5. To know the influence of role model on entrepreneurship interest in Students of Accounting Education, Faculty of Economics Yogyakarta State University.
6. To know the influence of entrepreneurship education, independence, risk tolerance, family environment, and role model on entrepreneurship interest in Students of Accounting Education, Faculty of Economics, Yogyakarta State University.

F. Research Benefits

The result of this research is expected to provide benefit both reviewed theoretically and practically.

1. Theoretical Benefits

The result of this study is expected to provide information and input in improving the process of learning and educational development. This research can also be used as reference material in further research.

2. Practical Benefits

- a. This research can provide knowledge about the factors that influence entrepreneurship interest of the student.
- b. The result of this research is expected to be additional information to the leadership of Yogyakarta State University to improve the quality of entrepreneurship education.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Entrepreneurship Interest

a. Definition of Entrepreneurship Interest

Every action and activity of a person is influenced by the impulse and attraction that arises within himself. It is caused that every individual has an attraction and a tendency towards a thing. These tendency and attraction are called interest. A similar statement is also given by Walgito (2004: 51), that interest is a condition where the individual is concerned to something accompanied by his/her desire to know and to learn and also to prove further about the situation.

Entrepreneurship Interest indicates the joy or interest of someone to entrepreneurship. Entrepreneurship Interest requires the courage to take risks in order to gain profit and also there is willingness of someone to work hard or strong desire to be a creative and innovative personality. Entrepreneurship Interest arises because of the impetus to prove directly what is obtained from knowledge and information. In addition, entrepreneurship interest is also based on feeling of pleasure and desire to engage in business activities.

Thus, entrepreneurship interest can be defined as individual's interest to run a business based on the encouragement and braveness in him/herself and the feeling of pleasure and desire to engage in business activity by running their own business or take advantage of business opportunities that exist to create new business.

b. Factors Affecting Entrepreneurship Interest

Entrepreneurship interest owned by someone does not grow just like that, but can be nurtured and developed. According Buchari (2013: 11), there are several factors that affect someone's entrepreneurship interests, those are:

1. Personality Factor, related to the aspect of personality. They are:
 - a) There is dissatisfaction with the job
 - b) There is termination of employment
 - c) Encouragement due to age factor
 - d) Dare to take the risk
 - e) Commitment or high interest in business
2. Environmental factor, related to the physical environment:
 - a) There is competition in life
 - b) There is resource that can be utilized such as capital, savings, and strategic location
 - c) Joining the business course

- d) Government policy with the ease of business location, credit facility, and business guidance.
- 3. Social factor, related to the family and community relationship:
 - a) There is relationship with other people
 - b) There is a team that can be invited to work together
 - c) The encouragement of parents to entrepreneurship
 - d) There is assistance from the family in various conveniences
 - e) There is previous business experience.
- c. The Measurement of Entrepreneurship Interest

Martin Handoko (2003: 62) revealed two ways that can be used to measure student entrepreneurship interest, those are:

- 1) Measure external factors that allegedly cause an encouragement within someone.
- 2) Measure certain aspects of behavior that may occur from certain motivations.

In this research, the researcher used a measuring tool of certain behavior aspects that may occur due to a certain motivation with indicators of interest elements by Hurlock (2002), interest contains cognitive and affective elements. The cognitive element means interest preceded by a prior introduction about the interested object shown by education and knowledge of entrepreneurship. Affective element

consists of emotion (feeling) and desire or motivation, means that there is an encouragement to entrepreneurship accompanied by attraction and feeling of pleasure and motivation to achieve a goal with the desire, effort, and confidence.

Thus, entrepreneurship interest can be measured by 2 (two) kinds of indicators as follows:

- 1) Cognitive, which includes: Entrepreneurial knowledge of entrepreneurial interests
- 2) Affective, which includes: emotions (feelings) and desire (motivation) to entrepreneurship.

In this research, the researcher limits the indicator that used only include affective element that is emotion (feeling) which is indicated by the feeling of interest and feeling of pleasure and desire (motivation) indicated by the desire.

2. Entrepreneurship Education

a. Definition of Entrepreneurship Education

Retno and Trisnadi (2012: 113) revealed that entrepreneurship education is a learning process to change attitude and mindset of the student towards the selection of entrepreneurship career. Students who have taken entrepreneurship courses will have knowledge of

entrepreneurial characteristics that will increase an interest to become an entrepreneur.

Buchari Alma (2013: 6) mentioned that entrepreneurship education and training are growing rapidly in Europe and the United States in both course and university levels. Entrepreneurship course given in the form of public lectures or in the form of concentration course. Similarly in Indonesia, especially in Yogyakarta State University, entrepreneurship course become one of the subject that must be taken by the students.

b. Objective and Benefit of Entrepreneurship Education

Education entrepreneurship is a lesson that shapes the entrepreneurial character or at least increase the knowledge of students about entrepreneurship both from the side of soft skill and hard skill so that students are able to take advantage of opportunities around them in creating their own business after graduation or while still in college.

Buchari Alma (2013: 6) revealed several goals of entrepreneurship education, as follows:

- 1) Providing definition the role of company in the economic system
- 2) Explaining the advantages and disadvantages of different forms of the company

- 3) Providing knowledge of entrepreneurial characteristic and process of entrepreneurship
- 4) Providing information about product planning and product development process
- 5) Establishing a person who is able to identify business opportunity and create creativity and create a cooperative organization

In addition, other objectives of entrepreneurial competence learning are students can understand, apply, and make entrepreneurship life pattern with the ability to communicate, lead and apply business management in managing their business properly and correctly (Santoso, 2013: 3).

c. Coverage of Material in Entrepreneurship Education

Entrepreneurship education applied in university aims to achieve a certain competence. Thus the learning program of entrepreneurship education should be well prepared in order to facilitate in achieving the goal as well as the coverage of existing material in entrepreneurship education.

Based on the entrepreneurship module made by Ditjen Dikti in 2013, there are 5 competencies taught in entrepreneurship education, hereinafter referred to as entrepreneurship courses. The 5 competencies are as follows:

1) Character

Formulation of indicator in this competence is the student is able to understand the importance of entrepreneurial character and spontaneously, automatically can behave like entrepreneur and based on his/her understanding in making the character as a pattern of life in everyday life. Some of the materials given on this competence are as follows:

- a) Building dream and pursue ideal
- b) Motivating yourself
- c) Solving the problem

2) Communication and Interpersonal

The formulation of indicator in this competence is that students are able to apply leadership and communication skill well to motivate themselves and others so as to be a regular and tidy person in building a productive communication. The materials contained in this competence are:

- a) Communication
- b) Leadership
- c) Motivation

3) Creativity and Innovation

In this competence there is a formulation of indicator to be achieved that is students are able to create product alternative and problem solving smoothly and precisely that can provide competitive advantage and make creativity as a lifestyle.

4) Selling Product or Service

The formulation of indicator in this competence is expected students are able to understand the percent of product sales and service as a business artery both to retail and corporate consumers and able to do it spontaneously and automatically in every opportunity and make it the pattern of life in everyday life. The materials given in this competence are as follows:

- a) Selling product to retail consumer
- b) Selling product to corporate consumer

5) Business Management

The formulation of indicator in this competence is expected that students are able to evaluate business management from planning to spontaneous and automatically implementation in

managing self, family, and business asset and making it an efficient and effective lifestyle. The materials submitted to meet this competence are as follows:

- a) Personal financial management
- b) Business finance management
- c) Evaluating and controlling performance

d. Measurement Indicator of Entrepreneurship Education

This research is aimed to measure the influence of entrepreneurship education on entrepreneurship interest in students. Thus, an indicator is needed to measure the effectiveness of learning activities in entrepreneurship education. Some indicators in entrepreneurship education are revealed by Munib (2004: 125) are as follows:

1) Curriculum

Curriculum is an education competency based on entrepreneurial that is given to learners.

2) Quality of educators

In this case lecturers as educators not only have to master the science, but also must be able to deliver the science well to learners.

3) Teaching and learning facility

The availability of educational facilities and infrastructure is very helpful for students to master the entrepreneurship education materials as well as assisting educators in conveying science.

According Zimmerer, Scarborough, and Wilson (2008: 20), one of the growth driving factors of entrepreneurship in a country lies in the role of university through the implementation of entrepreneurship education both in lectures and seminars and entrepreneurial practices. The university is responsible for educating and giving entrepreneurship skills to its graduates and motivating them to dare to choose entrepreneurship as their career.

Based on the explanation, the researcher concludes the indicators of entrepreneurship education in this study include curriculum, quality of educator, and teaching and learning facility.

3. Independence

a. Definition of Independence

In entrepreneurship, it is needed the character of a person who is not always dependent on others or independent. An entrepreneur is required to have the ability to struggle by helping or serving oneself and helping others based on his/her own choice and decision.

Independence means the thing or state of a person who can stand on his/her own without being dependent on others. Desmita (2011: 185) revealed that independence is an attempt to escape from the parents in order to find themselves through the process of seeking the identity of the ego which is a development toward a steady and independent individuality. In addition, Suryana (2013: 34) added that personal independence is a person who does not like to rely on others, but instead optimize all the power and efforts he/she has. Independence can also be defined as a condition in which a person is independent of authority and requires full direction (Parker 2005: 86).

Thus, it can be concluded that independence is a person's ability to meet the needs of self without always depend on others and optimize the ability that they have.

b. Factors affecting independence

Ali & Asrori (2011: 118) revealed several factors that can affect the development of someone's independence, as follows:

1) Gene or Descendent of Parent

A child born of an independent parent often grows into an independent child as well. However, this heredity factor is still a debate because the nature of parents is not necessarily decreased in their children but based on the way parents educate their children so that they behave like their parents.

2) Parent's Care Pattern

Child independence is also influenced by how parents nurture or educate their children. Parents who prohibit too much without giving an explanation can hamper the development of children's independence. Conversely, parents who can create a safe atmosphere in inter-family interaction can help the development of children's independence well.

3) Education System at School

The development of student independence will be well developed if the education process in school is democratic and does not giving doctrine without argumentation. The educational process that emphasizes the giving of sanctions or punishment to mistakes made by children can also hamper the independence of children. In contrast to educational processes that

give appreciate to the potential of children, rewarding the children who has achievement, and create a positive competence will facilitate the development of child independence.

4) System of Life in Society

Individual independence can develop if in community life creates a safe atmosphere and appreciates the potential of children in various forms of productive activities.

c. Measurement Indicator of Independence

Parker (2005: 87) revealed there are several factors that affect the independence of a person, those are:

1) Responsibility

Responsibility means having the task to get something done and being asked for responsibility of the work result.

2) Confidence

Confidence is an enforcement in independence. A person who has confidence will be more strengthen the skills to be independent.

3) Practical Experiences and Relevant Common Sense

Common sense develops through practical experience. A person who has independence will understand him/herself to meet needs,

make rational decisions, and react quickly and accurately in various situations and conditions.

4) Autonomy

Autonomy is the ability to determine self- determination which means to control or influence what happens to him/her.

5) Problem Solving Ability

A person who has independence will be able to solve problem, find answer on their own and make decisions for themselves without much dependence on others.

This research aimed to measure the influence of independence on entrepreneurship interest in students. Thus, an indicator is needed to measure attitude and behavior that indicate the independence of the students. Based on several factors that affect the independence that has been revealed, the researcher limits the indicators of independence in this research that includes Confidence, Autonomy, and Problem-Solving Ability.

4. Risk Tolerance

a. Definiton of Risk Tolerance

Entrepreneurship is an activity that is uncertain or contains many challenges. In entrepreneurship, someone will be exposed to

various possible conditions that will occur. In this case someone who chooses to be an entrepreneur is expected to have the courage to take a decision that has a negative impact on the sustainability of the business. This negative impact is a risk that may be faced when a person makes a decision.

Risk means constraints, obstacles, consequences and uncertainties in a business. An entrepreneur will always be faced with a risk related to the business. The risk involved in a business requires every entrepreneur to have high courage with a mature calculation and the optimism that is possessed must be adjusted with confidence (Suryana, 2013: 40).

Mahesa (2012: 26) mentioned that taking the decision for a businessperson or an entrepreneur should consider the degree of tolerance of risk. An entrepreneur can be said to be risk averse where they only want to take chances without risk, and an entrepreneur is said to be risk lover where they take opportunities with the level high risk.

The perception of a risk is different depending on someone's beliefs, the behavior of judgment and feeling also includes the supporting factors. The ability and willingness to take risks is one of the key values in entrepreneurship. An entrepreneur who does not dare

to take risks will be difficult to start or initiate. Mahesa (2012: 27) stated that an entrepreneur who takes risks is one who always wants to be a winner and win in a good way.

Thus, this research focuses on risk tolerance that reflects a person's courage to deal with negative or risk impacts to some limits arising from decision making.

b. Factors Affecting Risk Tolerance

1) A strong desire

The power to encourage someone to take risks is a strong desire to achieve his/her goal. If fear defeats his/her desire, then the fear will affect the courage to take risks.

2) Confidence and Optimism

Confidence in this case is defined by the belief in a person to be able to overcome the challenges that arise when entrepreneurship. Courage embedded in a person for sure can rise when experiencing failure and can overcome various risks in entrepreneurship.

3) Knowledge

In entrepreneurship, the risks become a certain situation that must be found both big and small. An entrepreneur needs to practice and learn to be comfortable with the risks.

c. Measurement Indicator of Risk Tolerance

This research aimed to measure the effect of risk tolerance on entrepreneurship interest in students. Thus, an indicator is needed to measure attitude and behavior that indicate a student's risk tolerance. According to Mahesa (2012: 36) there are several indicators used to measure risk tolerance. Those indicators are:

1) Collective

Collective is a cautious or long-term thinking attitude in facing a risk in group or together.

2) Responsible

Responsibility is a risk-taking readiness and courage to get things done the task that become their own.

3) Likes the Challenges

Like the challenge reflects the courage to face situations and conditions that have never before experienced.

4) Patient

Patient is an attitude of restraint and can survive in difficult situations.

5) Self control

Self-control is the ability to control oneself from things that can harm yourself and others.

In this research, researcher limited the indicators used to include only responsibility, likes challenges, patient, and self-control.

5. Family Environment

a. Definition of Family Environment

Family environment is one of the factors that influence the mindset of a person either directly or indirectly. Semiawan (2010: 1) mentioned that the family environment is the first and main media that affect the behavior of one's development. The family environment is the smallest group in society that plays an important role in someone's growth and development and plays a role in guiding someone's future. This means indirectly, the family environment can affect a person's interest in choosing a job including being an entrepreneur.

Purwanto (2011: 28) explains that the environment includes condition that can affect the behavior, growth, and development

of someone. According Soekanto (2004) stated that the family is the main place for someone's life activity to take place. In the family there is social interaction in which a child will learn to pay attention to the wishes of others, learn to cooperate, help each other, and learn to play the role of social beings who have the norms and certain proficiency in association with others (Yusuf, 2012: 23).

Buchari (2013: 8) also revealed that there are influences from parents who work alone, and own a business will have a tendency that their children will become entrepreneur as well. This situation often inspires children. A person who has the parents of an entrepreneur or living in an entrepreneurial environment will receive knowledge so that can create attitude and perception about the belief in the ability of entrepreneurship.

b. Elements Affecting the Development of Someone in the Family Environment

Joseph (2009: 42) mentioned there are three main things that affect the development of someone in his life. The three main points are:

1) Family Functioning

Every family will experience a variety of changes along with the various internal factors (physical, psychological, and family

members' morality) and external factors (socio-cultural changes) that color it. A functional (normal) family is a family that has been able to perform its function. The four principles of the role of the family are as modeling, mentoring, organizing, and teaching. In this case the function of the family consists of education and socialization function. The function of education concerns the role, guidance, and skills related to entrepreneurship that benefit for children, while the socialization function concerning the function of the family as a determinant factor that greatly affects the quality of future generations including work to be selected.

2) Attitude and Treatment of Parent to Children

There are several patterns of attitude or treatment of parent to children who each parent have their own influence on the child's personality. Attitude and behavior of parent to children will basically be role model for children in living their lives that will affect their development, including in the interest of entrepreneurship run by children.

3) Economic Status

Economic status is considered a factor that affect a person's growth and development. Parent with low economic status tend to

emphasize compliance with authoritative figures, while upper and middle class economic status tends to emphasize the development of one's initiative, curiosity, and creativity. This will affect how the process of entrepreneurship interest that will be carried on by someone.

c. Measurement Indicator of Family Environment

This research is aimed to measure the influence of family environment on entrepreneurship interest in students. Thus, an indicator is needed to measure the effectiveness of the support gained from the family towards student interest in entrepreneurship.

Some indicators are as follows:

1) The effectiveness of family function

In this research, the measurement of the effectiveness of family function is assessed from 2 family function namely education function and socialization function. Educational function related to the role of parent in mentoring related skill in entrepreneurship. While the socialization function related to the influence of parent towards the selection of work.

2) Attitude Assessment and Parent's Treatment to Children

Different of attitude pattern or parent's treatment to children have different effects to children's personality. In this research the attitude assessment and parent's treatment to children will focus on the attitude and treatment of parents about the job chosen by the child.

3) Socio-economic condition of the family

Socio-economic condition of the family has a role to the development of a person, for example a family with enough economy causes one will get a wider opportunity in learning a skill. In this research, researcher will focus to examine the influence of family socio-economic condition on entrepreneurship interest by looking at the financial support of the family and income expectation in entrepreneurship.

6. Role Model

a. Definition of Role Model

The term role model refers to two prominent theoretical building constructs: first is the concept of the role that is the individual's tendency to recognize others, and the second is the concept of modeling that is the psychological appropriateness of

cognitive skills and behavioral pattern to equate with others (Gibson, 2004 : 136). It implies that individual attracted with the exist of perceived role model have conformity to the characteristic, behavior and goal (role aspect), so that they can learn about certain ability and skill (model aspect) (Bosma et al., 2012: 4).

Gibson (2004: 149) stated that the existence of role model can help a person in creating an individual vision. In addition, Gibson added that the importance of role model lies in the interrelated functions between learning, motivation, and inspiration and also helping individual to define self-concept. A person needs support and advice at every stage in pioneering a business, role model role also gives examples of behavior that emerges (Suharto et al., 2015: 228)

b. Parties that can be Role Model in Entrepreneurship

Ayogyam et al (2014: 91) mentioned several parties that can be used as role models, those are:

1) Parent

Parent is one of the factors that affect a person's personality. Parent who give support to their children in entrepreneurship will increase one's interest in entrepreneurship. In

addition, parent who is entrepreneurship will provide example and direction to their children to entrepreneurship as well.

2) Teacher / Lecturer

Although it is not directly affected, teacher or lecturer can be role model for a person. Lesson on success obtained from teacher or lecturer through the delivery of storie and example of struggle and success that obtained by others in the classroom will provide motivation and inspiration and help individual to define self-concept.

3) Other Entrepreneurs

A person who lives in an entrepreneur's environment tends to have the motivation to become an entrepreneur. In addition, many prominent entrepreneurs who can be used as role model for someone to follow in his/her footstep in achieving success with entrepreneurship.

c. Measurement Indicator of Role Model

This research is aimed to measure the influence of role model on entrepreneurship interest in students. Thus, an indicator is needed to measure the influence of role model on the desire to

entrepreneurship. According to Efrata and Maichal (2016: 219), the indicators that can be used in role models are as follows:

1) Inspiration

Role model as a source of inspiration that can provide a support in entrepreneurship.

2) Self-validation

Role model as a benchmark of self-ability. Someone tends to compare the ability and attainment with the attainment of others who are role model.

3) Precedent

Role model as a guide behaves in some situations. Role model used as an example and a guide in order to achieve the expected goal.

4) Support

Role model can provide support and advice based on experience he/she has experienced in entrepreneurship.

Based on these indicators, researcher set the indicators used for the role model in this research are inspiration, self-validation, precedent, and support.

B. Relevant Research

Relevant research to this research is conducted by:

1. Paul Patria Adhitama (2014) entitled "Factors Affecting Entrepreneurship Interest (Case Study of Student Faculty of Economics and Business UNDIP, Semarang)". The result of this research indicated that there was a positive influence of Revenue Expectation on Interest in Entrepreneurship, there was a positive influence of Family Environment on Interest in Entrepreneurship, there was a positive influence of Entrepreneurship Education on Interest in Entrepreneurship.

The difference of research conducted by Paul Patria Adhitama (2014) and this research is on the variables used. This research did not use variable Expectation Revenue. In addition, differences also occur at the time, place and subject of research. The equation is contained in the independent variables of Family Environments and Entrepreneurship Education as well as dependent variables Interest in Entrepreneurship.

2. Arnaldo Kusumo Tito (2016) entitled "Analysis of the Influence Factors Affecting Student Interest for Entrepreneurship". The result of this research indicated that Entrepreneurship Education had a positive and significant impact on entrepreneurship interest, Risk Tolerance

had no effect on entrepreneurship interest, and freedom in work had positive and significant influenced on entrepreneurship interest.

The difference of research conducted by Arnaldo Kusumo Tito (2016) and this research was on the variables used. This research did not use the Freedom variable in Work. In addition, differences also occur at the time, place and subject of research. The equation is contained in the independent variables of Entrepreneurship Education and Risk Tolerance and dependent variable Interest in Entrepreneurship.

3. Edwin Tarapuez (2016) entitled "Factors Affecting the Entrepreneurial Intention in College Students of Quindio (Colombia)". The result of this research indicated that entrepreneurship interest in students in Quindio was determined by various intrinsic and extrinsic factors, ie University Type, Own Role Models, and Image from Entrepreneur.

Differences of research conducted by Edwin Tarapuez (2016) and this research was on the variables used. This research did not use variable of University Type and Image from Entrepreneur. In addition, differences also occur at the time, place and subject of research. The equation is contained in the independent variable that is Role Models (Own Friends Entrepreneurship) and the dependent variable Interest in Entrepreneurship.

4. Caecilia Vemmy S. (2016) entitled "Factors Influencing Students Entrepreneurship Intention of SMK". The result of this research indicated that there was a positive and significant influence of variables Need for Achievement, Creativity, Independence, Risk Tolerance, Tolerance Ambiguitas, and Parents to Interest in Entrepreneurship.

The difference of research conducted by Caecilia Vemmy (2016) and this research was on the variables used. This research did not use the variable Needs for Achievement, Creativity, and Tolerance Ambiguity. In addition, differences also occur at the time, place and subject of research. The equation is contained in the independent variables of Independence, Risk Tolerance, and Parents and dependent variables Interest in Entrepreneurship.

C. Thinking Framework

1. The Influence of Entrepreneurship Education on Entrepreneurship Interest

Entrepreneurship education is a learning process to change attitude and mindset of students about entrepreneurship. With the various materials obtained by students through entrepreneurship education, students are expected to have knowledge about the benefit and characteristic of

entrepreneurship so that it can be used as a capital base that can be used for entrepreneurship.

In addition, a person who has obtained entrepreneurship education must have known the benefit and profit of entrepreneurship so that it can increase his/her interest to entrepreneurship.

2. Influence of Independence on Entrepreneurship Interest

In entrepreneurship, required readiness to work hard and optimize the potential and all the power that is owned without always depend on others. With the independence in the soul of a student, is expected to make ready to determine the direction of his/her own steps and have the ability to solve problems quickly and accurately. Ability owned is expected to increase interest in entrepreneurship because it already has one of the main characteristic of an entrepreneur.

3. Influence of Risk Tolerance on Entrepreneurship Interest

Entrepreneurship is an activity full of uncertainty. Every decision taken by an entrepreneur is risky both small and large. An entrepreneur is expected to have readiness in making decisions that contain various risks that must be faced in order to gain profit.

By understanding the possibilities that can occur, someone who has a risk tolerance attitude will have the confidence and readiness to entrepreneurship so that interest in entrepreneurship will increase.

4. Influence of Family Environment on Entrepreneurship Interest

Entrepreneurship activities will be filled with various obstacles and threat both from inside and from outside. In addition to requiring mental readiness from inside an entrepreneur, also needed a positive support from the family both in the form of material support and nonmaterial support. With a good support from the family, it is expected will make a person feel confident and interest in entrepreneurship will increase so that will dare to start its business activities.

5. Influence of Role Model on Entrepreneurship Interest

In everyday life, it cannot be denied that a person has a figure who made an example and a source of inspiration in a certain condition. As well as in entrepreneurship. The presence of entrepreneur who are successful and business environment that many provide precedent, is expected to make a person choose to entrepreneurship in the hope of getting success like a character model so that interest in entrepreneurship will increase.

6. Influence of Entrepreneurship Education, Independence, Risk Tolerance, Family Environment and Role Model of Entrepreneurship Interest

To become a successful entrepreneur requires a mature readiness from inside of a person such as knowledge of entrepreneurship gained from entrepreneurship education, entrepreneurial character such as independence and risk tolerance is also needed by an entrepreneur. In addition, support from the family environment and role model who become role model is expected to make someone more confident with his choice to entrepreneurship.

Entrepreneurship education that has obtained well, independence, and risk tolerance and family environment and role model that provide motivation and support will enhance a person's interest in entrepreneurship and provide full confidence to start his business.

D. Research Pradigm

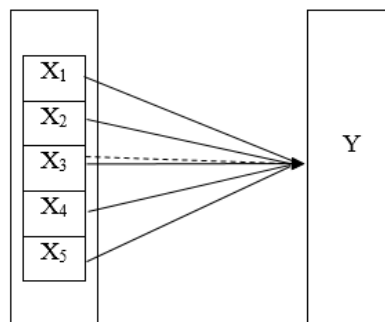


Figure 2. Research Paradigm

Information:

X ₁	: Entrepreneurship Education
X ₂	: Independence
X ₃	: Risk Tolerance
X ₄	: Family Environment
X ₅	: Role Model

Y	: Entrepreneurship Interest
————→	: Influence of independent variable to dependent partial variable
-----→	: Influence of independent variable on dependent variable simultaneously

E. Research Hypothesis

Based on the thinking framework and research paradigm, this research hypothesis is as follows:

1. Entrepreneurship Education Affects the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.
2. Independence affects the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.
3. Risk Tolerance affects the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.
4. Family Environment Affects the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.
5. Role Model affects the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.
6. Entrepreneurship Education, Independence, Risk Tolerance, Family Environment and Role Model Affects the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research includes comparative causal research. Comparative causal research is a type of research in which research is conducted to determine the cause or reason of differences in behavior or status of certain group or individual (Hamid: 2011: 171). This research aimed to determine the effect of independent variables namely education entrepreneurship, independence, risk tolerance, family environment, and role model of dependent variable that is entrepreneurship interest. The approach used in this research is a quantitative approach. A quantitative approach is used to examine the data in the form of numbers that is processed and analyzed in the form of statistical analysis on the questionnaire that was distributed about the factor that affect the entrepreneurship interest in Student of Accounting Education, Faculty of Economics Yogyakarta State University.

B. Place and Time of Research

This research was conducted at the Faculty of Economic, University of Yogyakarta. Karangmalang Caturtunggal, Depok, Sleman, Yogyakarta. This research was conducted in April 2018.

C. Population and Sample

1. Population

Population is a generalization region consisting of the object or subject that has certain characteristic and is specified by the researcher to learn and then be concluded (Sugiyono, 2011: 119). The population in this research were all students of the Faculty of Economics, Yogyakarta State University force 2014 and 2015. The selection of the population is made because of the focus of research is on active student who had been taking entrepreneurship course.

Table 1. Data of Population

No	Study Program	Academic Year	
		2014	2015
1	Pendidikan Administrasi Perkantoran	79	76
2	Pendidikan Akuntansi	99	68
3	Pendidikan Ekonomi	76	61
4	Manajemen	80	118
5	Akuntansi	81	75
6	D3 Sekretari	16	49
7	D3 Akuntansi	11	49
8	D3 Pemasaran	3	51
Total		445	547

Source: Primary Data

2. Sample

Sampling technique used is purposive random sampling that is technique sampling with specific criteria or requirement (Sugiyono, 2011: 122). The criteria are as follows:

- a. Accounting Education Students of Yogyakarta State University who have been through entrepreneurship course
- b. Active Accounting Education Students of Yogyakarta State University with second semester 2018

Every member of the population, such as active student force in 2014 and 2015 that have been through entrepreneurship course have the same opportunity to be sampled. Therefore, sampling is done at random. So the sampling technique used was purposive random sampling.

Number of active students of Accounting Education Yogyakarta State University force in 2014 and 2015 that have been through entrepreneurship course are 154 students, comprising of force in 2014 amounted 86 students and force in 2015 amounted 68 students.

Thus, we can conclude that the sample in this research can be totaled as many as 154 Students of Accounting Education who have taken course in entrepreneurship.

D. Operational Definiton Variables

1. Entrepreneurship Interest

Entrepreneurship Interest is an interest of human beings to the business activities that require courage in taking risks to get profit. Someone who is interested in entrepreneurship will take steps to become an entrepreneur. Indicators of this variable are:

- a. Feeling of interest
- b. Feeling of pleasure
- c. Desire

2. Entrepreneurship Education

Entrepreneurship education is a conscious effort to provide the knowledge, understanding, and training for someone to choose a career as an entrepreneur. Indicators of this variable are:

- a. Curriculum
- b. Quality of educator
- c. Learning and teaching facility

3. Independence

Independence is an attitude that allows someone to act freely, to do something based on his/her impulse and his/her needs without the help of others, and think and act creatively and full of initiative. Indicators of this variable are:

- a. Confidence
- b. Autonomy
- c. Problem Solving Ability

4. Risk tolerance

Risk tolerance in this research is someone's courage to face the negative impact or risk to a certain extent arising from the decision-making. Risk tolerance related to the ability and creativity in facing risk. Indicators of this variable are:

- a. Responsible

- b. Likes the challenge
 - c. Patient
 - d. Self control
5. Family environment

In this research, the family environment is defined as the influence exerted by the family to someone either directly or indirectly to the personality, habit, and career choice in the future. Indicators of this study are:

- a. The Effectiveness of Family Function
 - b. Attitude Assessment and Parent's Treatment to Children
 - c. Socio-economic condition of the family
6. Role Model

Role model in this research means a general reference attached to someone and has a function as a role model that is able to stimulate or inspire in decision making or reach a particular goal. Indicators of a role model are:

- a. Inspiration
- b. Self-validation
- c. Precedent
- d. Support

E. Techniques of Data Collection and Research Instruments

1. Technique of data collection

Technique of data collection in this research is using a questionnaire. The questionnaire is a technique of collecting data by asking a question or

a statement to the respondent to be answered (Sugiyono, 2011: 192). The data used in this research are primary data, ie a data obtained directly from respondent.

Spreading this questionnaire is done directly by giving questionnaire that contained lists of statements that have been prepared to the respondent namely Accounting Education student of Yogyakarta State University. List of statements given to the respondent to determine the effect of entrepreneurship education, independence, risk tolerance, family environment and role model to the entrepreneurship interest.

2. Research Instrument

The research instrument is a measuring tool used in conducting research. This research used questionnaires. Researcher give some question and answer choices, so that respondent only have to choose one answer from the options available. The questionnaire intended to measure entrepreneurship interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. This research uses a Likert scale that alternative answer is contained in the following table:

Table 2. Score of Alternative Answer

Indicator	Positive item	Negative item
Strongly Agree (SS)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly Disagree (STS)	1	4

Grating of questionnaire in this research is a modified version of the earlier research. The grating of research questionnaire can be seen in the following table:

Table 3. Grating of Research Instruments

Variable	Indicator	No. Item	Reference
Entrepreneurship Interest	1. Feeling of interest	1,2 *, 3	Achmad Syaifudin (2016)
	2. Feeling of pleasure	4,5,6 *	
	3. Desire	7.8 *, 9 *	
Entrepreneurship Education	1. Curriculum	10,11,12	Achmad Syaifudin (2016)
	2. Quality of educator	13,14,15	
	3. Teaching and Learning Facility	16,17,18	
Independence	1. Confidence	19 *, 20,21	Sakti Fajar Wanto (2014)
	2. Autonomy	22,23,24 *	
	3. Problem Solving Ability	25,26,27 *	
Risk tolerance	1. Responsible	28 *, 29,30	Mahesa (2014)
	2. Likes the challenge	31,32,33 *	
	3. Patient	34,35,36 *	
	4. Self control	37.38 *, 39.40 *	
Family environment	1. The effectiveness of family function	41, 42, 43	Achmad Syaifudin (2016)
	2. Attitude Assessment and Parent's Treatment to Children	44,45,46	
	3. Socio-economic condition of the family	47,48 *, 49 *	
Role Model	1. Inspiration	50.51	Efrata and Maichal (2016)
	2. Self-validation	52 *, 53.54	
	3. Precedent	55,56,57 *	
	4. Support	58.59 *, 60	

The item with an asterisk (*) is a negative statement

F. Validation and Reliability Instrument

This instrument was tested on Economic Education Study Program, Faculty of Economics, Yogyakarta State University because they have the same characteristics as the Accounting Education Program, Yogyakarta State University. Characteristics which are considered equally demonstrated by student that had already taking entrepreneurship course. Test conducted on students of Economic Education in force 2015 and 2014, Yogyakarta State University with a number of students were subjected to the test instrument is 30 students selected randomly.

1. Validity Test of Instrument

Validity has meaning the extent to which the precision and accuracy of a measuring instrument can perform its function. Validity test used to measure valid (legitimate) or invalid a questionnaire. The questionnaire considered valid if the questions on the questionnaire were able to reveal something that will be measured by the questionnaire (Ghazali, 2011: 52). Testing the validity of the instrument using the product moment correlation with the following formula:

$$r_{xy} = \frac{N \sum XY - \sum X (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

r_{xy} : The correlation coefficient between X and Y

N : Number of respondents

$\sum XY$: Number of multiplication X item score and total score of Y

ΣX : Total score of item X
 ΣY : Total score total Y
 ΣX^2 : The sum of square of X item score
 ΣY^2 : The sum of square of Y item score
 (Suharsimi, 2010: 213)

After obtained r_{count} or r_{xy} , decision-making criteria for determining valid if the price of r_{count} is equal to or greater than the value of r_{table} at significance level of 5%. If the value of r_{count} obtained smaller than r_{table} at significance level of 5% then the item in question is invalid.

Data obtained from the results of trial test that have been carried out on 30 students of Economic Education in 2015 and 2014 forces randomly mixed by a computer in the form of statistical analysis application program. Then the test results validity of the 9 statements of the Entrepreneurship Education instrument all statements declared valid. Result of validity test from 9 independence instrument statement there are 2 invalid or fall statements. In the Risk Tolerance variable with the number of statements of 13 which are declared invalid 2 statements. The Family Environment variable contains 1 invalid statement of a total of 9 statements. And on the role model variable there are 2 invalid statements of the total of the 10 statements.

These items that were fall or invalid, removed and not replaced with a new item, since the items were valid and still enough to represent each indicator that tried to convey, so that the instrument is still proper for use.

2. Reliability Test of Instrument

Reliability is an index that indicates the extent to which the result of a measurement can be trusted. The reliability of time-related, in the sense of a reliable research result if there is equality of data in a different time (Sugiyono, 2011: 168). Instrument reliability test using Cronbach alpha as following formula:

$$r_{tt} = \frac{k}{k-1} \left(1 - \frac{\sum \sigma^2 b}{\sigma^2 t} \right)$$

Information:

r_{tt} : Reliability of instrument
 K : The number of the questions or the amount of statements
 $\sum \sigma^2 b$: Total of items variance
 $\sigma^2 t$: Total Variance

(Suharsimi, 2010: 239)

After the reliability numbers of the instrument known, then the numbers are interpreted with reliability level of correlation. Otherwise reliable indicator instrument if the instrument has a coefficient of ≥ 0.60 level interval (Sugiyono, 2011: 184).

To interpret the results of the reliability test, then use the following guidelines:

Table 4. Indicators of reliability test result interpretation

Interval Coefficient	level Relationships
0.00 to 0.199	Very low
0.20 to 0.399	Low
0.40 to 0.599	Medium
0.60 to 0.799	Strong
0.80 to 1.000	Very strong

Source: Sugiyono, 2011: 231

Instrument reliability test results are processed through a statistical analysis application program can be seen in the summary table below:

Table 5. Reliability Test of Results Instrument

Variables	Cronbach's Alpha Coefficient	Level Relationships
Y	.845	Very strong
X1	0.717	Strong
X2	0.767	Strong
X3	0.858	Very strong
X4	.619	Strong
X5	0,849	Very strong

Sources: Primary data are processed

G. Technique of Data Analysis

1. Descriptive analysis

The data obtained from the field are presented in the form of a data description of each variable, both independent variables and the dependent variable. Analysis of these data include the presentation of the Mean (M), median (Me), mode (Mo), Standard Deviation (SD), Frequency Distribution Table, Table Categories tendency of each variable, and Pie chart.

a. Mean, Median, and Mode

Mean is an average value which is the total divided by the number of individual. Median is a value that limit of 50% upper frequency distribution and 50% lower frequency distribution. Mode is the value of a variable that has the highest frequency in the distribution.

b. Frequency Distribution Table

1) Determining the Interval Class

Total grade interval can be calculated by the following formula:

$$K = 1 + 3.3 \log n$$

Information:

K : Number of Class Interval

n : Number of Data

Log : Logarithm

2) Calculating Range of Data

Calculating the range of data used the following formula:

$$\text{Range: Highest Score} - \text{Lowest Score}$$

3) Calculating the length of classes

Determining the length of the class use the following formula:

$$\text{Class Length: Range} / \text{Class Interval}$$

c. Table of Variable Tendency

The next description is making categories of scores obtained from each variable. The score is made up of three categories. The categorization is based on the Mean Ideal (Mi) and Standard Deviation (SDI) obtained by the formula:

$$Mi = \frac{1}{2} (\text{Score maximum} + \text{minimum score})$$

$$SDI = \frac{1}{6} (\text{Score maximum} + \text{minimum score})$$

Categorizing the variables are as follows:

Table 6. Categorization of Variables

No.	Interval	Category
1	$X < (Mi - 1Sdi)$	Low
2	$(Mi - 1Sdi) \leq (Mi + 1Sdi)$	Medium
3	$(Mi + 1Sdi) < X$	High

Source: Suharsimi, 2010: 123

d. Pie Chart

Pie chart made based on the frequency data that will be displayed in the table of variable tendency

2. Test of Analysis Prerequisites

a. Linearity test

Linearity test used to determine whether the independent variable (X) has a linear relationship or not with the dependent variable (Y). The formula used is as follows:

$$F_{reg} = \frac{RK_{reg}}{RK_{res}}$$

Information :

freg : Price number F for the regression

RKreg : The average quadratic of regression line

RKreg : The average quadratic of residue line

(Hadi, 2004: 13)

F_{count} compared with F_{table} . When F_{count} less than or equal to F_{table} , the relationship between the independent variable (X) with the dependent variable (Y) is linear. Both variables should be tested with F at a significance level of 5%.

b. Multicollinearity test

Multicollinearity test aims to test whether the regression model found a correlation between the independent variables (Ghozali, 2011: 105). A good regression model should not happen correlation between the independent variables. Multicollinearity test according to Ghazali (2011: 105) can be done in two ways VIF (Variance Inflation Factor) and Tolerance Value. The formula for calculating Multicollinearity are as follows:

$$VIF = \frac{1}{Tolerance\ Value}$$

(Ghozali, 2011: 105)

If $VIF \geq 10$ and the value of the Tolerance Value ≤ 0.10 so that happen Multicollinearity symptoms. If $VIF \leq 10$ and the value of Tolerance Value ≥ 0.10 then the model is free from Multicollinearity.

c. Heteroscedasticity test

Heteroscedasticity test aims to test whether regression model occurred a discrepancy variance of residual from one observation to another observation (Ghazali, 2011: 139). A good regression model is homoscedasticity or not occur Heteroscedasticity (Ghazali, 2011: 139). The way to detect the presence or absence of Heteroscedasticity by using Glejser test. Its characteristic is significance of the independent variable more than 5% then it will not happen Heteroscedasticity (Ghazali, 2011: 139).

3. Hypothesis test

1. Simple Linear Regression

Simple regression analysis was used to test the hypothesis 1st, 2nd, 3rd, 4th, and 5th. The first hypothesis, Entrepreneurship Education (X1) affect the Entrepreneurship Interest. The second hypothesis, Independence (X2) affect the Entrepreneurship Interest. The third hypothesis, Risk Tolerance (X3) affects the Entrepreneurship Interest. The fourth hypothesis, Family Environment (X4) affect the Entrepreneurship Interest. The fifth hypothesis, Role Model (X5) affect the Entrepreneurship Interest. The steps are as follows:

- a. Make a similarity of predictor regression line

The formula used in the regression analysis of one predictor is as follows:

$$Y = aX + K$$

Information:

Y : Indicators of Entrepreneurship Interest
X : predictors namely X1, X2, X3, X4, X5
a : Numbers of predictor coefficient
K : constant number

(Hadi, 2004: 5)

- b. Finding the coefficient of determination (r^2) between the predictor X1, X2, X3, X4 and X5 with Y

$$r^2(1) = \frac{a1X1Y}{y^2}$$

$$r^2(2) = \frac{a2X2Y}{y^2}$$

$$r^2(3) = \frac{a3X3Y}{y^2}$$

$$r^2(4) = \frac{a4X4Y}{y^2}$$

$$r^2(5) = \frac{a5X5Y}{y^2}$$

Information:

$r^2(1,2,3,4,5)$: The coefficient of determination between the Y to X1, X2, X3, X4 and X5
X1Y : Number of products between X1 with Y
X2Y : Number of products between X2 with Y
X3Y : Number of products between X3 with Y
X4Y : Number of products between X4 with Y
X5Y : Number of products between X5 with Y
a1 : Coefficient predictor X1

a2 : Coefficient predictors X₂
 a3 : Coefficient predictors X₃
 a4 : Coefficient predictors X₄
 a5 : Coefficient predictors X₅
 Y² : The sum of quadratic criterion Y
 (Hadi, 2004: 22)

c. Testing Significance by t-test

The t-test is used to determine hypotheses whether accepted or not. The t-test can be calculated with the following formula:

$$t = \frac{r\sqrt{n} - 2}{\sqrt{1 - r^2}}$$

Information:

t : T count
 r : correlation coefficient
 n : The number of respondents

(Sugiyono, 2013: 230)

Conclusion taking is by comparing t_{count} with t_{table} at significance level of 5%. Guidelines that used is if t_{count} > t_{table} or a probability < significance level (Sig ≤ 0.05), the Ha accepted and Ho rejected, so the independent variables affect the dependent variable. Conversely, if t_{count} < t_{table} or probability > significance level (Sig ≥ 0.05) then Ha is rejected and Ho accepted, so the independent variable has no effect on the dependent variable.

2. Multiple Linear Regression

Multiple regression is used to determine the effect of the independent variables together on the dependent variable. This analysis is used to test the hypothesis 7. 7th hypothesis that the influence of Entrepreneurship Education, Independence, Risk Tolerance, Family Environment, and Role Model of the Entrepreneurship Interest. The steps used in the multiple linear regression analysis were as follows:

- a. Make a similarity of five-predictor regression line with the formula:

$$Y = a + b_1x_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5$$

Information:

Y: Entrepreneurship Interest

X1: Entrepreneurship Education

X2: Independence

X3: Risk tolerance

X4: Family Environment

X5: Role model

A: The price of Y if X = 0 (constant)

b: Multiple linear coefficient

(Sugiyono, 2010: 283)

- b. Multiple linear regression test through F test

The formula used is as follows:

$$F_{reg} = \frac{R^2(N - m - 1)}{m(1 - R^2)}$$

Information:

freg : Price F for the regression line

N : the number of criterion

m : the number of predictors
 R : the correlation coefficient between the criterion and predictor

Having obtained the results of the calculation, then F_{count} compared with F_{table} at the significance level 5%. If F_{count} greater than or equal to F_{table} , it has a significant effect. Conversely, if F_{count} smaller than F_{table} it has no significant effect.

c. Finding the coefficient of determination (R^2) between the predictor with the criterion of Y through the formula:

$$R_y^2(1,2,3) = \frac{a_1 \sum x_1 y + a_2 \sum x_2 y + a_3 \sum x_3 y}{\sum y^2}$$

Information:

$R^2_y(1,2,3)$: The correlation coefficient Y predictors

a_1 : The coefficient predictor X1

a_2 : Predictor coefficient X2

a_3 : Predictor coefficient X3

$\sum X_1 Y$: the number of products X1 with Y

$\sum X_2 Y$: the number of products X2 with Y

$\sum X_3 Y$: the number of products X3 with Y

Hadi (2004: 29)

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

This research described and tested the effect of independent variable towards dependent variable. In this research, there were five independent variables those are Entrepreneurship Education, Independence, Risk Tolerance, Family Environment, and Role Model. The dependent variable in this research is the Entrepreneurship Interest. This research was conducted at the Faculty of Economics, Yogyakarta State University. The data collection was conducted in April 2018 by distributing questionnaires directly to students. From a total of 154 questionnaires, 129 questionnaires were collected while the remaining 25 are not filled. Here is a table of the distribution of the research questionnaire:

Table 7. Distribution of Questionnaire Research

Information	Total Questionnaires	Percentage
Total Questionnaires were distributed	154	100%
The questionnaire collected	129	83.8%
The questionnaire is not filled	25	16.2%

Sources: Processed primary data

Characteristics of respondents were observed in this research include gender, force, and the parent's job. Description of the characteristics of respondents are presented below.

a. Gender

Based on data from questionnaires that have been distributed, obtained the result of respondent classification based on gender as shown in the following table.

Table 8. Classification of Respondents by Gender

Information	Frequency	Percentage
Man	18	13.95%
Woman	111	86.05%
Total	129	100%

Sources: Processed primary data

Based on the table above, shows that the majority of respondents in this research are women as many as 111 people or 86.05% and men respondents as many as 18 people or 13.95% of the total respondents.

b. Force

Based on data from questionnaires that have been distributed, the result of classification of respondents by force as shown in the following table.

Table 9. Classification of Respondents by Force

Information	Frequency	Percentage
2014	69	53.49%
2015	60	46.51%
Total	129	100%

Sources: Processed primary data

Based on the table above, shows that the majority of respondents in this research is force 2014 as many as 69 people or 53.49% and force 2015 as many as 60 people or 46.51% of the total respondents.

c. Parents' job

Based on data from questionnaires that have been distributed, the result of classification of respondents based on parent's job, as shown in the following table.

Table 10. Classification of Respondents by Parent's Job

Information	Frequency	Percentage
Civil Servant	33	25.58%
Entrepreneur	25	19.38%
Private employees	17	13.18%
More	54	41.86
Total	129	100%

Sources: Processed primary data

Based on the table above, shows that the majority of parent's job of respondents in this research is other that is as many as 54 people or 41.86%, while who work as civil servants as many as 33 people or 25.58%, entrepreneur as many as 25 people or 19.38%, and private employees as many as 17 people or 13.18%.

Data obtained from respondents are presented in the form of a data description of every variable that includes Mean (M), median (Me), mode (Mo), Standard Deviation (SD), Table Distribution Frequency, Pie Chart and Table of tendency Category each variable.

1. Variable of Entrepreneurship Interest

Data were obtained from a questionnaire distributed by the 9 items of the statement, with score of highest 4 and lowest 1. The data have been obtained then processed so as to get the highest score on a variable

Entrepreneurship Interest was 36, and the lowest score was 14. In addition, it was known that Mean value was 27.33; the Median was 27; Modus was 26; and a standard deviation was 3,895. The frequency distribution of a variable of Entrepreneurship Interest were compiled through the steps below:

a. Determining the Number of Interval Class

To determine the number of interval class used formula Sturges Rules, that is a sum of interval class = $1 + 3.3 \log n$, where n is the number of respondents.

$$\begin{aligned}\text{Number of Interval Class} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 129 \\ &= 1 + 6.96494604 \\ &= 7, 96,494,604 \text{ rounded to } 8\end{aligned}$$

b. Determining the Class Range (Range)

$$\begin{aligned}\text{Class range} &= \text{Maximum Score} - \text{Minimum Score} \\ &= 36 - 14 \\ &= 22\end{aligned}$$

c. Determining the Interval Length Grade

$$\begin{aligned}\text{Length of Interval Class} &= \frac{\text{Class Range}}{\text{sum of interval class}} \\ &= \frac{22}{8} \\ &= 2.75 \text{ rounded to } 3\end{aligned}$$

From the results of these calculations, we can see the frequency distribution of score variable Entrepreneurship Interest in the table below:

Table 11. Frequency Distribution of Score of Entrepreneurship Interest Variable

No.	Interval Class	Frequency	Percentage
1	14-16	1	0.78%
2	17-19	2	1.55%
3	20-22	13	10.08%
4	23-26	35	27.13%
5	27-29	40	31.01%
6	30-32	26	20.16%
7	33-35	11	8.53%
8	36-38	1	0.78%
	Amount	129	100%

Sources: Processed primary data

Furthermore, variable data Entrepreneurship Interest classified into three tendency categories that is High, Medium, and Low. The categorization of tendency of Entrepreneurship Interest based on 3 categories with the following conditions (Wagiran, 2013: 337):

- 1) High $\Rightarrow (Mi + 1SDi) \text{ to } (Mi + 3SDi)$
 $\Rightarrow (22.5 + 4.5) \text{ to } (22.5 + 13.5)$
 $\Rightarrow 27 \text{ sd } 36$
- 2) Medium $\Rightarrow (Mi - 1SDi) \text{ to } (Mi + 1SDi)$
 $\Rightarrow (22.5 - 4.5) \text{ to } (22.5 + 4.5)$
 $\Rightarrow 18 \text{ to } 27$
- 3) Low $\Rightarrow (Mi - 3SDi) \text{ to } (Mi - 1SDi)$
 $\Rightarrow (22.5 - 14.5) \text{ to } (22.5 - 4.5)$

=> 8 to 18

Based on these calculations, the distribution of variable tendency of Entrepreneurship interest can be seen in the table below:

Table 12. Tendency Distribution of Entrepreneurship Interest Variable

Category	Interval Scores	Frequency	Percentage
High	> 27 sd 36	63	48.84%
Medium	> 18 to 27	65	50.39%
Low	8 to 18	1	0.78%
Amount		129	100%

Sources: Processed primary data

Result of categorization above to be more communicative may be presented in the form of pie chart as follows:

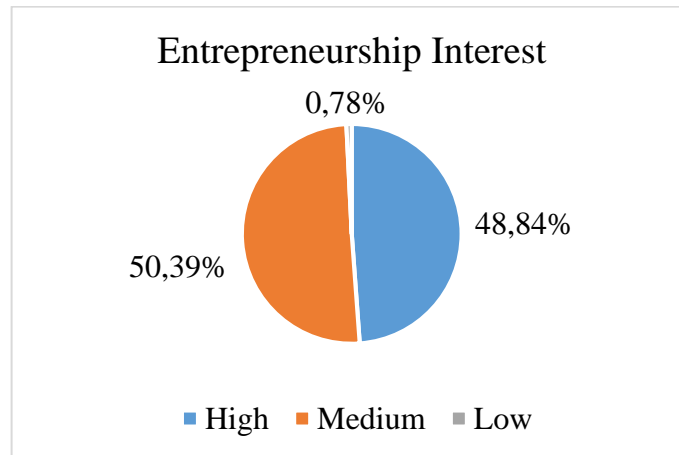


Figure 3. Pie Chart of Data Tendency of Entrepreneurship Interest

Tendency pie chart and table variable Entrepreneurship Interest above, indicates that there are 63 respondents (48.83%) who have Entrepreneurship Interest entrepreneurship with High category, as many as 65 respondents (48.83%) have Entrepreneurship Interest in the Medium category, and one respondent (0, 78%) has the Entrepreneurship Interest

with the Low category. Therefore, it can be concluded that the Entrepreneurship Interest of Student Accounting Education in medium category.

2. Variable of Entrepreneurship Education

Variable of Entrepreneurship Education data obtained through a questionnaire that was distributed and composed from 9 statements, with highest was 4 and lowest score was 1. The data have been obtained then processed so that obtain the highest value was 36 and the lowest score was 18. In addition, it is known that Mean value was 25, 57; the Median was 26; Mode was 27; as well as the standard deviation was 2.896. The frequency distribution of variable Entrepreneurship Education prepared through the steps below:

a. Determining the Number of Interval Class

Determining the number of interval class using the formula Sturges Rules, that is the number of class interval = $1 + 3.3 \log n$, where n is the number of respondents.

$$\begin{aligned}\text{Number of Interval Classe} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 129 \\ &= 1 + 6.96494604 \\ &= 7, 96,494,604 \text{ rounded to } 7\end{aligned}$$

b. Determining the Range Class (Range)

$$\begin{aligned}\text{Class range} &= \text{Maximum Score} - \text{Minimum score} \\ &= 36-18 \\ &= 18\end{aligned}$$

c. Determining the Length of Interval Class

$$\begin{aligned}\text{Length of Interval Class} &= \frac{\text{class range}}{\text{amount of interval class}} \\ &= \frac{18}{7} \\ &= 2,57 \text{ rounded } 3\end{aligned}$$

From the result of these calculations, we can see the distribution of variable frequency score of Entrepreneurship Education in the table below:

Table 13. Frequency Distribution of Score of Entrepreneurship Education Variable

No.	Interval class	Frequency	Percentage
1	18-20	5	3.88%
2	21-23	22	17.05%
3	24-26	49	37.98%
4	27-29	45	34.88%
5	30-32	6	4.65%
6	33-35	1	0.78%
7	36-38	1	0.78%
	Amount	129	100%

Sources: Processed primary data

Furthermore, variable data of Entrepreneurship Education is classified into three tendency categories, those are Good, Enough, and Poor. The tendency categorization of Entrepreneurship Education is based on 3 categories with the following conditions (Wagiran, 2013: 337):

- 1) Good $\Rightarrow (Mi + 1SDi) \text{ to } (Mi + 3SDi)$
 $\Rightarrow (22.5 + 4.5) \text{ to } (22.5 + 13.5)$
 $\Rightarrow 27 \text{ sd } 36$
- 2) Enough $\Rightarrow (Mi - 1SDi) \text{ to } (Mi + 1SDi)$
 $\Rightarrow (22.5 - 4.5) \text{ to } (22.5 + 4.5)$
 $\Rightarrow 18 \text{ to } 27$
- 3) Poor $\Rightarrow (Mi - 3SDi) \text{ to } (Mi - 1SDi)$
 $\Rightarrow (22.5 - 14.5) \text{ to } (22.5 - 4.5)$
 $\Rightarrow 8 \text{ to } 18$

Based on these calculations, the tendency distribution of Entrepreneurship Education variable can be seen in the table below:

Table 14. Tendency Distribution of Entrepreneurship Education Variable

Category	Interval Scores	Frequency	Percentage
Good	> 27 sd 36	24	18.60%
Enough	> 18 to 27	103	79.84%
Poor	8 to 18	2	1.55%
Amount		129	100%

Sources: Processed primary data

Result of categorization above to be more communicative may be presented in the form of pie chart as follows:

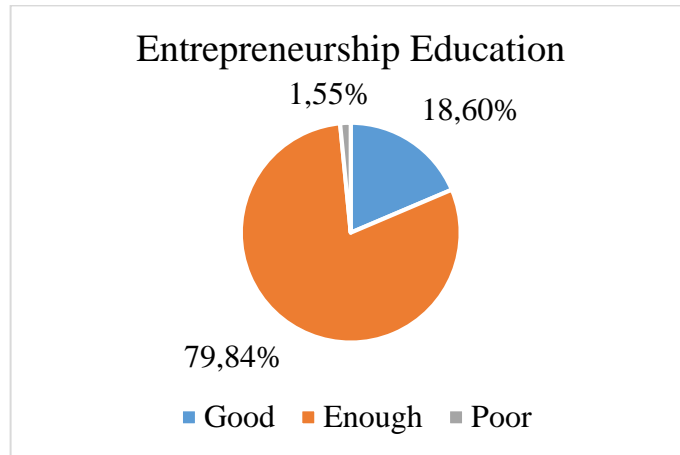


Figure 4. Pie Chart of Data Tendency of Entrepreneurship Education

The pie chart and table of variable tendency in Entrepreneurship Education shows that there were 24 respondents (14.73%) having Entrepreneurship Education with Good category, as many as 99 respondents (76.74%) having Entrepreneurship Education with Enough category, and 11 respondents (8.53%) having Entrepreneurship Education with Poor category. Therefore it can be concluded that the respondents' assessment of variable Entrepreneurship Education is Good.

3. Variable of Independence

Variable data of Independence obtained through a questionnaire that was distributed with 7 point statement with highest score was 4 and the lowest score was 1. From the data, obtained the highest score data of independence variable was 27 and the lowest score was 16. In addition, it is known that Mean value was 20.46; the Median was 20; the Mode was 20;

as well as the standard deviation was 2.095. The frequency distribution of Independence variable compiled by the steps below:

a. Determining the Number of Interval Class

Determining the number of interval class using the formula Sturges Rules, that is the number of interval class = $1 + 3.3 \log n$, where n is the number of respondents.

$$\begin{aligned}\text{Number of Interval Class} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 129 \\ &= 1 + 6.96494604 \\ &= 7, 96,494,604 \text{ rounded to } 7\end{aligned}$$

b. Determining the Class Range (Range)

$$\begin{aligned}\text{Class range} &= (\text{Maximum Score} - \text{Minimum Score}) \\ &= 27 - 16 \\ &= 11\end{aligned}$$

c. Determining the Length of Interval Class

$$\begin{aligned}\text{Interval Length Grade} &= \frac{\text{class range}}{\text{number of interval class}} \\ &= \frac{11}{7} \\ &= 1.571 \text{ rounded } 2\end{aligned}$$

From the result of these calculations, we can see the distribution frequency score of Independence variable in table 4.5 below:

Table 15. Frequency Distribution of Score of Independence Variable

No.	Interval Class	Frequency	Percentage
1	15-16	2	1.55%
2	17-18	22	17.05%
3	19-20	47	36.43%
4	21-22	39	30.23%
5	23-24	13	10.08%
6	25-26	5	3.88%
7	27-28	1	0.78%
	Amount	129	100%

Sources: Processed primary data

Furthermore, the independence variable data is classified into three tendency categories, those are Good, Enough, and Poor. The tendency categorization of Independence variable is based on the 3 categories with the following conditions (Wagiran, 2013: 337):

- 1) Good $\Rightarrow (Mi + 1SDi) \text{ to } (Mi + 3SDi)$
 $\Rightarrow (17.5 + 3.5) \text{ to } (17.5 + 10.5)$
 $\Rightarrow 21 \text{ to } 28$
- 2) Enough $\Rightarrow (Mi - 1SDi) \text{ to } (Mi + 1SDi)$
 $\Rightarrow (17.5 - 3.5) \text{ to } (17.5 + 3.5)$
 $\Rightarrow 14 \text{ to } 28$
- 3) Poor $\Rightarrow (Mi - 3SDi) \text{ to } (Mi - 1SDi)$
 $\Rightarrow (17.5 - 10.5) \text{ to } (17.5 - 3.5)$
 $\Rightarrow 7 \text{ to } 14$

Based on these calculations, the tendency distribution of Independence variable can be seen in the table below:

Table 16. Tendency Distribution of Independence Variable

Category	Interval Scores	Frequency	Percentage
Good	> 21 to 28	96	21.71%
Enough	> 14 to 21	33	78.29%
Poor	7 to 14	0	0,00%
Amount		129	100%

Sources: Processed primary data

Result of categorization above to be more communicative may be presented in the form of pie chart as follows:

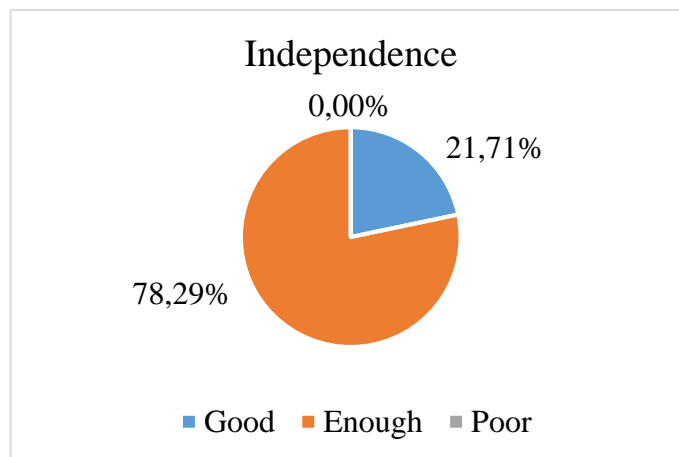


Figure 5. Pie Chart of Data Tendency of Independence

The pie chart and table above tendency Independence variables showed that there were 96 respondents (74.42%) having Independence with Good categories, a total of 33 respondents (25.58%) have Independence in the Enough category, and no respondents (0,00 %) had Poor category. Therefore it can be concluded that the independence of the Accounting Education Students are in Good category.

4. Variable of Risk Tolerance

Variable Data of Risk Tolerance obtained through a questionnaire that was distributed to the 11 point statement, with highest score was 4 and lowest score was 1. Based on the data obtained the highest score on the variables of Risk Tolerance was 41, and the lowest score was 24. In addition, it is known that Mean value was 32.71; the Median was 33; Modus was 33; as well as the standard deviation was 2.479. The frequency distribution of Risk Tolerance variable arranged through the steps below:

a. Determining the Number of Interval Class

Determining the number of interval class using the formula Sturges Rules, that is the number of interval class = $1 + 3.3 \log n$, where n is the number of respondents.

$$\begin{aligned}\text{Number of Intervals Classes} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 129 \\ &= 1 + 6.96494604 \\ &= 7, 96494604 \text{ rounded to } 7\end{aligned}$$

b. Determining the Class Range (Range)

$$\begin{aligned}\text{Class range} &= (\text{Maximum Score} - \text{Minimum Score}) + 1 \\ &= (41-24) + 1 \\ &= 18\end{aligned}$$

c. Determining the Length of Interval Class

$$\begin{aligned}\text{Length of Interval Class} &= \frac{\text{class range}}{\text{amount of interval class}} \\ &= \frac{18}{7} \\ &= 2.571 \text{ rounded } 3\end{aligned}$$

From the result of these calculations, we can see the distribution frequency score of Risk Tolerance variable in the table below:

Table 17. Frequency Distribution of Score of Risk Tolerance Variable

No.	Interval Class	Frequency	Percentage
1	23-25	1	0.78%
2	26-28	0	0,00%
3	29-31	41	31.78%
4	32-34	58	44.96%
5	35-37	25	19.38%
6	38-40	2	1.55%
7	41-44	2	1.55%
	Amount	129	100%

Sources: Processed primary data

Furthermore, Risk Tolerance variable data is classified into three tendency categories, that High, Medium, and Low. The tendency categorization of Risk Tolerance is based on the three categories with the following conditions (Wagiran, 2013: 337):

- 1) High $\Rightarrow (Mi + 1SDi) \text{ to } (Mi + 3SDi)$
 $\Rightarrow (27.5 + 5.5) \text{ to } (27.5 + 16.5)$
 $\Rightarrow 33 \text{ sd } 44$
- 2) Medium $\Rightarrow (Mi - 1SDi) \text{ to } (Mi + 1SDi)$
 $\Rightarrow (27.5 - 5.5) \text{ to } (27.5 + 5.5)$

=> 22 sd 33

- 3) Low => (Mi - 3SDi) to (Mi - 1SDi)
=> (27.5 to 16.5) to (27.5 to 5.5)
=> 11 to 22

Based on these calculations, the tendency distribution of Risk Tolerance variable can be seen in the table below:

Table 18. Tendency Distribution of Risk Tolerance Variable

Category	Interval Score	Frequency	Percentage
High	> 33 sd 44	43	33.33%
Medium	> 22 sd 33	86	66.67%
Low	11 to 22	0	0,00%
Amount		129	100%

Sources: Processed primary data

Result of categorization above to be more communicative may be presented in the form of pie chart as follows:

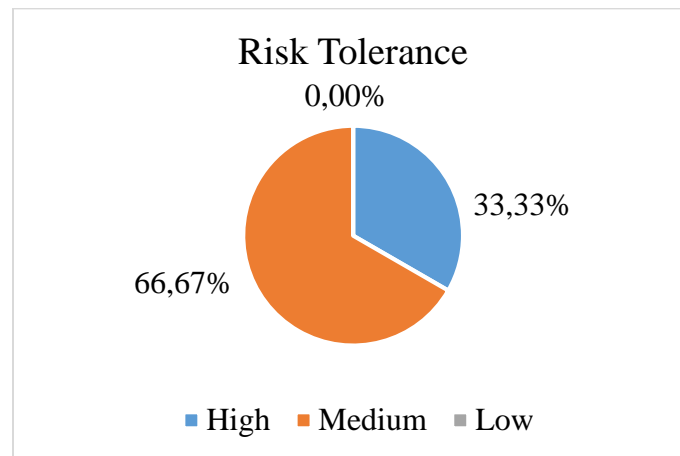


Figure 6. Pie Chart of Data Tendency of Risk Tolerance

Pie chart and tendency table of Risk Tolerance variable above shows that there are 43 respondents (33.33%) who have, High category of Risk

Tolerance as many as 86 respondents (66.67%) had a risk tolerance in the category of Medium, and 0 respondents (0 , 00%) has the Low category of Risk Tolerance. Therefore it can be concluded that the Risk Tolerance of Student Accounting Education in the category Medium.

5. Variable of Family Environment

Family Environment variable data obtained through a questionnaire that was distributed with 8 point statement, with highest score was 4 and lowest score was 1. Based on the data obtained the highest score of 32 Family Environment variable and the lowest score 14. In addition, it is known that Mean value was 20.90; the Median was 21; Modus was 22; and Standard Deviation was 3.023. The frequency distribution of Family Environment variable are prepared through the steps below:

a. Determining the Number of Interval Classe

Determining the number of interval class using the formula Sturges Rules, that is the number of interval class = $1 + 3.3 \log n$, where n is the number of respondents.

$$\begin{aligned}
 \text{Number of Intervals Classes} &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 129 \\
 &= 1 + 6.96494604 \\
 &= 7, 96494604 \text{ rounded to } 7
 \end{aligned}$$

b. Determining the Class Range (Range)

$$\begin{aligned}\text{Class range} &= \text{Maximum Score} - \text{Minimum Score} \\ &= 32-14 \\ &= 18\end{aligned}$$

c. Determining the Length of Interval Class

$$\begin{aligned}\text{Length of Interval Class} &= \frac{\text{class range}}{\text{amount of interval class}} \\ &= \frac{18}{7} \\ &= 2.571 \text{ rounded } 3\end{aligned}$$

From the result of these calculations, we can see the distribution frequency score of Family Environment variable in the table below:

Table 19. Frequency Distribution of Score of Family Environment Variable

No.	Interval class	Frequency	Percentage
1	14-16	9	6.98%
2	17-19	29	22.48%
3	20-22	59	45.74%
4	23-25	25	19.38%
5	26-28	6	4.65%
6	29-31	0	0%
7	32-34	1	0.78%
	Amount	129	100%

Sources: Processed primary data

Furthermore, Family Environment variable data is classified into three tendency categories, those are Supporting, Supporting Enough, and Not Supporting. The tendency categorization of Family Environment is based on the 3 categories with the following conditions (Wagiran, 2013: 337):

- 1) Supporting $\Rightarrow (Mi + 1SDi) \text{ to } (Mi + 3SDi)$
 $\Rightarrow (20 + 4) \text{ to } (20 + 12)$
 $\Rightarrow 24 \text{ to } 32$
- 2) Supporting Enough $\Rightarrow (Mi - 1SDi) \text{ to } (Mi + 1SDi)$
 $\Rightarrow (20-4) \text{ to } (20 + 4)$
 $\Rightarrow 16 \text{ to } 24$
- 3) Not Supporting $\Rightarrow (Mi - 3SDi) \text{ to } (Mi - 1SDi)$
 $\Rightarrow (20-12) \text{ to } (20-4)$
 $\Rightarrow 8 \text{ to } 16$

Based on these calculations, the tendency distribution of Family Environment variable can be seen in the table below:

Table 20. Tendency Distribution of Family Environment Variable

Category	Scores interval	Frequency	Percentage
Supporting	> 24 to 32	21	16.28%
Supporting Enough	> 16 to 24	101	78.29%
Not Supporting	8 to 16	7	5.43%
Amount		129	100%

Sources: Processed primary data

Result of categorization above to be more communicative may be presented in the form of pie chart follows:

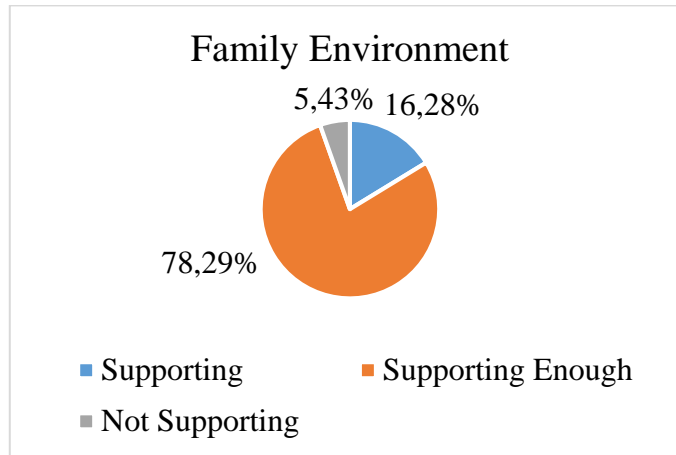


Figure 7. Pie Chart of Data Tendency of Family Environment

Pie chart and table tendency of Family Environment variable above indicate that there are 21 respondents (16.28%), which has a family environment with a Supporting category, a total of 101 respondents (78.29%) had a family environment in the category Supporting Enough, and 7 respondents (5.43%) had a family environment with Not Supporting category. Therefore it can be concluded that the Family Environment of Student Association of Accounting Education in the category Supporting Enough for entrepreneurship.

6. Variable of Role Model

Role Model variable data obtained through a questionnaire that was distributed to the 10 point statement, with highest score was 4 and lowest score was 1. Based on the data obtained the highest score on the Role Model variable was 40 and the lowest score was 23. In addition, it is known that value of Mean was 30.83, Median was 30, Mode was 30, and

standard deviation was 3.412. The frequency distribution of Role Model variable was developed through the steps below:

a. Determining the Number of Interval Class

Determining the number of interval class using the formula *Sturges Rules*, that is the number of interval class = $1 + 3.3 \log n$, where n is the number of respondents.

$$\begin{aligned}\text{Number of Interval Classe} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log 129 \\ &= 1 + 6.96494604 \\ &= 7, 96494604 \text{ rounded to } 7\end{aligned}$$

b. Determining the Class Range (Range)

$$\begin{aligned}\text{Class range} &= (\text{Maximum Score} - \text{Minimum Score}) + 1 \\ &= (40-23) + 1 \\ &= 18\end{aligned}$$

c. Determining the Length of Interval Class

$$\begin{aligned}\text{Length of Interval Class} &= \frac{\text{class range}}{\text{amount of interval class}} \\ &= \frac{18}{7} \\ &= 2.571 \text{ rounded } 3\end{aligned}$$

From the result of these calculations, we can see the distribution variable frequency score of Role Model in the table below:

Table 21. Frequency Distribution of Score of Role Model Variable

No.	Interval Class	Frequency	Percentage
1	22-24	5	3.88%
2	25-27	11	8.53%
3	28-30	52	40.31%
4	31-33	38	29.46%
5	34-36	11	8.53%
6	37-39	11	8.53%
7	40-42	1	0.78%
	Amount	129	100%

Sources: Processed primary data

Furthermore, Role Model variable data classified into three tendency categories, that is Good, Enough, and Poor. The tendency categorization of Role Model based on the three categories with the following conditions (Wagiran, 2013: 337):

- 1) Good $\Rightarrow (Mi + 1SDi) \text{ to } (Mi + 3SDi)$
 $\Rightarrow (25 + 5) \text{ to } (25 + 15)$
 $\Rightarrow 30 \text{ to } 40$
- 2) Enough $\Rightarrow (Mi - 1SDi) \text{ to } (Mi + 1SDi)$
 $\Rightarrow (25-5) \text{ to } (25 + 5)$
 $\Rightarrow 20 \text{ to } 30$
- 3) Poor $\Rightarrow (Mi - 3SDi) \text{ to } (Mi - 1SDi)$
 $\Rightarrow (25-15) \text{ to } (25-5)$
 $\Rightarrow 10 \text{ to } 20$

Based on these calculations, the tendency distribution of Role Model variable can be seen in the table below:

Table 22. Tendency Distribution of Role Model Variable

Category	Interval Scores	Frequency	Percentage
Good	> 30 to 40	61	47.29%
Enough	> 20 to 30	68	52.71%
Poor	10 to 20	0	0,00%
Amount		129	100%

Sources: Processed primary data

Result of categorization above to be more communicative may be presented in the form of pie chart as follows:

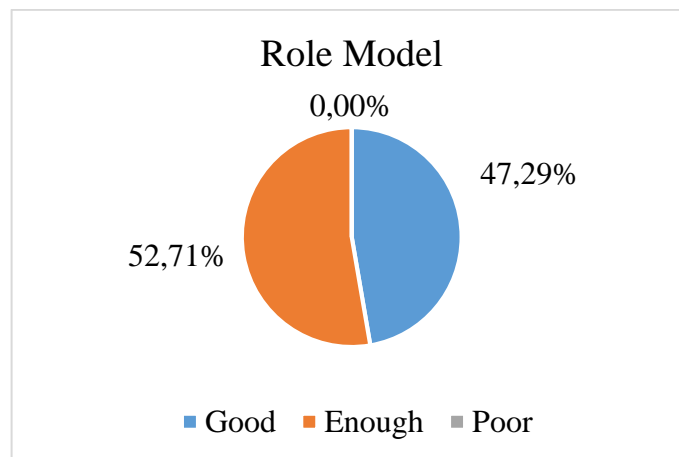


Figure 8. Pie Chart of Data Tendency of Role Model

Pie chart and tendency table of Role Model variable above show that there 61 respondents (47.29%) who had a Role Model in Good category, as many as 69 respondents (52.71%) had a Role Model in Enough category, and no respondent (0.00%), which has a Role Model with Poor category. Therefore it can be concluded that the respondents' votes on Role Model in the surrounding area is Enough.

B. Result of Rerequisites Test Analysis

1. Linearity test

The purpose of the linearity test is to determine or verify whether each independent variable (X) has a linear relationship or not with the dependent variable (Y). The criteria used is if the significance level of 5% the value of $F_{\text{count}} \leq F_{\text{table}}$ then said linear regression form, and vice versa. After performing calculations using statistical analysis programs, coefficient F in the anova table that is on the line deviation from linearity. The value of the coefficient on each variable that $F_{\text{count}} \leq F_{\text{table}}$ for Entrepreneurship Education variables (X1) with Entrepreneurship Interest (Y) is $0.735 \leq 2,69$; Independence (X2) with Entrepreneurship Interest (Y) is $1,333 \leq 2,69$; Risk Tolerance variable (X3) with Entrepreneurship Interest (Y) is $0,981 \leq 2,69$; Family Environment (X4) with Entrepreneurship Interest (Y) is $2,215 \leq 2,69$; and Role Models (X5) with Entrepreneurship Interest (Y) is $1.419 \leq 2.69$. Based on these results, it can be deduced that the relationship between each independent variable (X) and dependent variable (Y) shows linear result. Here is a table of linearity test result.

Table 23. Summary of Linearity Test Result

No.	Variable		F count	F table	Value of Sig.	Conclusion
	Independent	Dependent				
1	X1	Y	0,735	2,69	0,745	linear
2	X2	Y	1,333	2,69	0,221	linear
3	X3	Y	0,981	2,69	0,461	linear
4	X4	Y	2,215	2,69	0,011	linear
5	X5	Y	1,419	2,69	0,146	linear

Sources: Processed primary data

From the linearity test result in the table above shows that F_{count} each independent variable X1, X2, X3, X4 and X5 that is smaller than F_{table} , Sig. 0,745; 0,221; 0,461; 0,011 and 0,146 over the probability value 0,050. From these result, there is linear relationship between the variable of Entrepreneurship Education (X1) with Entrepreneurship Interest (Y), variable of Independence (X2) with Entrepreneurship Interest (Y), variable of Risk Tolerance (X3) with Entrepreneurship Interest (Y), variable of Family Environment (X4) with Entrepreneurship Interest (Y), and a variable of Role Model (X5) with Entrepreneurship Interest (Y).

2. Test of Multicollinearity

Multicollinearity test conducted to determine whether the regression model found a correlation between independent variables. A good regression model should not happen correlation between the independent variable (does not happen Multicollinearity). The presence or absence of multicollinearity can be seen from the value of tolerance and variance

inflation factor (VIF). Multicollinearity occurs when the column collinearity statistics show tolerance value above 0.10 and VIF under 10.

Based on the analysis carried out with the help of statistical application program can know the results as follows:

Table 24. Summary of Multicollinearity Test Result

Variables	Tolerance	VIF	Conclusion
X1	0.734	1.362	Non-multicollinearity
X2	.851	1,175	
X3	.595	1,680	
X4	.809	1,236	
X5	0.481	2,079	

Sources: Processed primary data

Based on the test result of multicollinearity in the table above, shows that all variables have a tolerance value > 0.10 ie Entrepreneurship Education 0.734 > 0.10; Independence of 0.851 > 0.10; Risk tolerance 0.595 > 0.10, Family Environment 0.809 > 0.10 and Role Model 0.481 > 0.10. Besides all the variables have VIF < 10. Based on the value means that regression model in this research did not happen multicollinearity.

3. Test of Heteroscedasticity

Heteroscedasticity test conducted with the help of statistical analysis and the application program using Glejser test. This test aims to determine whether the regression model occurred inequality variant of the residual one observation to another observation. A good regression model should not happen heteroskedastisitas. Criteria for decision-making is if sig > 0.05

then there is no heteroscedasticity. The following is a summary of the heteroscedasticity test results:

Table 25. Summary of Heteroskedasticity Test Result

Variables	Sig.	Conclusion
Entrepreneurship Education	.379	Not occur heteroscedasticity
Independence	0,225	
Risk tolerance	0.345	
Family environment	0,050	
Role Model	0.155	

Sources: Processed primary data

Based on the table above, shows that Entrepreneurship Education has a sig value of 0.379; Independence has a sig amounted to 0,225; Risk tolerance has sig 0.345; Sig Family Environment and Role Model 0.050 0.155 sig. Because all independent variables have a sig value is greater than 0.05 so it can be concluded that this research does not happen heteroscedasticity.

C. Result of Research Hypothesis Test

The hypothesis is a temporary answer to the problems of research, until proven by the data collected. Hypothesis testing first, second, third, fourth, and fifth in this research using a simple linear regression analysis technique, while the sixth hypothesis testing using multiple linear regression analysis. Explanation of the results of testing this hypothesis is as follows.

1. First Hypothesis Test

The first hypothesis in this research stated that there is a positive effect of Entrepreneurship Education on Entrepreneurship Interest student of Accounting Education Faculty of Economics, Yogyakarta State University.

The following is a summary of the results of the first hypothesis test.

Table 26. Summary of First Hypothesis Test Result

Variables	r-r2 value		t value		Sig.	Koef. regression	Const	Info.
	rx1y	r2x1y	t count	t table				
X1-Y	0.344	0.119	4.133	1,981	0,000	.595	11.304	H1 is supported

Sources: Processed primary data

a. Simple Regression Line Equation

Based on the table, the regression equation can be expressed as follows:

$$Y = 0.595X_1 + 11.304$$

Based on this equation can be seen that the regression coefficient of 0.595, which means if the value of Entrepreneurship Education (X_1) plus one unit, it will be followed by an increase in Entrepreneurship Interest (Y) of 0.595. Constants of 11.304 means if Entrepreneurship Education (X_1) is 1, then the Entrepreneurship Interest (Y) will increase 11.304.

b. The correlation coefficient (r) and the coefficient of determination (r^2)

Table 25 show that the correlation coefficient (r_{x1y}) of 0.344 with a coefficient of determination (r^2_{x1y}) 0.119 which means that the variable Entrepreneurship Interest is affected by variable Entrepreneurship Education 11.9%, this shows there is a 81.9% factor or other variables possibility that influence Entrepreneurship Interest.

The first hypothesis stating Entrepreneurship Education positively affects Entrepreneurship Interest students in Accounting Education Faculty of Economics, Yogyakarta State University accepted. Entrepreneurship Education coefficient is positive and have t_{count} 4.1343 > t_{table} 1,981 and sig 0.000 < 0.05.

2. Second Hypothesis Test

The second hypothesis states that there is a positive effect of Independence towards the Entrepreneurship Interest student of Accounting Education Faculty of Economics, Yogyakarta State University. The following is a summary of the test results of the second hypothesis:

Table 27. Summary of Second Hypothesis Test Results

Variables	r-r ² value		t value		Sig.	Koef. regression	Const	Info.
	r_{x2y}	r^2_{x2y}	t_{count}	t_{table}				
X2-Y	0.321	.103	3.825	1,981	0,000	0.567	15.952	H2 is supported

Sources: Processed primary data

a. Simple Regression Line Equation

Based on the table above, the regression equation can be expressed as follows:

$$Y = 0.567X_2 + 15.952$$

Based on these equations can be seen that the regression coefficient is 0.567, which means if the value of independence (X_2) plus one unit, it will be followed by an increase in Entrepreneurship Interest (Y) of 0.567. Constants of 15.952 means if Independence (X_2) is 1, then the Entrepreneurship Interest (Y) will increase 15.952.

b. The correlation coefficient (r) and the coefficient of determination (r^2)

Based on the table 26, correlation coefficient (r_{x_2y}) of 0.321 with a coefficient of determination ($r^2_{x_1y}$) 0.103 which means that the variable Entrepreneurship Interest is influenced by variables Independence of 10.3%, this shows there is a 89.3% factor or other variables possibility influence Entrepreneurship Interest.

The second hypothesis which states Independence positive effect on Entrepreneurship Interest Student in Accounting Education Faculty of Economics, Yogyakarta State University accepted. Independence coefficient is positive and have $t_{\text{count}} 3.825 > t_{\text{table}} 1.981$ and 0,020 sig value < 0.05 .

3. Third Hypothesis Test

The third hypothesis states that there is a positive effect of Risk Tolerance on Entrepreneurship Interest student of Accounting Education Faculty of Economics, Yogyakarta State University. The following is a summary of the test results of the third hypothesis:

Table 28. Summary of the Third Hypothesis Test

Variables	r-r ² value		t value		Sig.	Koef. regression	Const	Info.
	rx3y	r ² x3y	t count	t table				
X3-Y	.430	0.185	5.375	1,981	0,000	.677	5.193	H3 is supported

Sources: Processed primary data

a. Simple Regression Line Equation

Based on the table above the third hypothesis, the regression equation can be expressed as follows:

$$Y = 0.677X_3 + 5.193$$

Based on the equation can be seen that the regression coefficient of 0.537, which means if the value of Risk Tolerance (X₃) plus one unit, it will be followed by an increase in Entrepreneurship Interest (Y) of 0.677. The constant of 5.193 means that if Risk Tolerance (X₃) equal to 1, then the Entrepreneurship Interest (Y) will increase 5.193.

b. The correlation coefficient (r) and the coefficient of determination (r²)

Table 27 showed that the correlation coefficient (r_{xy}) of 0.430 with a coefficient of determination (r^2_{xy}) 0.185 which means that the variable Entrepreneurship Interest is influenced by Risk Tolerance variable of 18.5%, this shows there is a 82.5% factor or other variables which may affect the Entrepreneurship Interest.

The third hypothesis stating Risk Tolerance has positive effect on Entrepreneurship Interest student of Accounting Education Faculty of Economics Yogyakarta State University accepted. Risk Tolerance coefficient is positive and have 5.375 $t_{count} > t_{table}$ 1,981 and sig 0.000 <0.05.

4. Fourth Hypothesis Test

The fourth hypothesis states that there is a positive effect of Family Environment on Entrepreneurship Interest student of Accounting Education Faculty of Economics, Yogyakarta State University. The following is a summary of the test results of the fourth hypothesis:

Table 29. Summary of Fourth Hypothesis Test

Variables	r-r ² value		t value		Sig.	Koef. regression	Const	Info.
	r_{xy}	r^2_{xy}	t_{count}	t_{table}				

			t	le				
X4-Y	.52 8	0.2 79	7.01 1	1,9 81	0,00 0	.681	13.009	H4 is supported

Sources: Processed primary data

a. Simple Regression Line Equation

Based on the table above, the regression equation can be expressed as follows:

$$Y = 0.681X_3 + 13.009$$

Based on the equation can be seen that the regression coefficient of 0.681, which means if the value of Family Environment (X4) plus one unit, it will be followed by an increase in Entrepreneurship Interest (Y) of 0.681. Constants of 13.009, it means that if the Family Environment (X4) of 1, then the Entrepreneurship Interest (Y) will increase 5.193.

b. The correlation coefficient (r) and the coefficient of determination (r²)

Table 28 showed that the correlation coefficient (r_{x4y}) of 0.528 with a coefficient of determination (r²_{x1y}) 0.279 which means that the variable Entrepreneurship Interest is influenced by family environment variables by 27.9%, it shows there is a 72.1% factor or other variables which may affect the interest in entrepreneurship.

The fourth hypothesis which states Family Environment positively affects Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University received. the

coefficient is positive and friendly environment has 7.011 $t_{count} > t_{table}$ 1,981 and sig 0.000 < 0.05.

5. Fifth Hypothesis Test

The fifth hypothesis states that there is a positive influence of Role Model on Entrepreneurship Interest student of Accounting Education Faculty of Economics, Yogyakarta State University. The following is a summary of the test results of the third hypothesis:

Table 30. Summary of the Fifth Hypothesis Test

Variables	r-r ² value		t value		Sig.	Koef. regression	Const	Info.
	rx _{5y}	r _{2x5y}	t count	t table				
X5-Y	.660	0.436	9.905	1,981	0,000	0.754	4.090	H5 is supported

Sources: Processed primary data

a. Simple Regression Line Equation

Based on the table 29 above, the regression equation can be expressed as follows:

$$Y = 0.754X_5 + 4.090$$

Based on these equations can be seen that the regression coefficient of 0.754, which means if the value of Role Models (X₅) plus one unit, it will be followed by an increase in Entrepreneurship Interest (Y) of 0.754. The constant of 4.090 means that if Role Model (X₅) of 1, then the Entrepreneurship Interest (Y) will increase 4.090.

- b. The correlation coefficient (r) and the coefficient of determination (r^2)

Table 29 showed that the correlation coefficient (r_{xy}) of 0.660 with a coefficient of determination (r^2_{xy}) 0.432 which means that the variable Entrepreneurship Interest is influenced by variables Role Model 43.2%, this shows there is a 57.8% factor or other variables may affect the Entrepreneurship Interest.

The fifth hypothesis which states Role Model has positive affects Entrepreneurship Interest students of Accounting Education Faculty of Economics, Yogyakarta State University accepted. Role Models coefficient is positive and have 9.905 $t_{count} > t_{table}$ 1,981 and sig 0.000 < 0.05.

6. Sixth Hypothesis Test

The sixth hypothesis states that there is a positive effect of Entrepreneurship Education, Independence, Risk Tolerance, Environment and Role Model Family together against Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. The following is a summary of the results of the sixth hypothesis test:

Table 31. Summary of the Sixth Hypothesis Test

Variables		Koef. Reg.	R-R2 Value		F Value		Sig	Const	Info
			Ry (1,2,3,4,5)	R2y (1,2,3,4,5)	F count	F table			
Y	X1	0,041	0.715	0.511	25.663	2,69	0,000	-0.029	H6 is supported
	X2	0.106							
	X3	0,048							
	X4	.366							
	X5	0.555							

Sources: Processed primary data

a. Multiple Regression Line Equation

Based on the table, regression equation can be expressed as follows:

$$Y = 0.041X1 + 0.106X2 + 0.048X3 + 0,366X4 + 0,555X5 - 0,029$$

This equation shows that the coefficient X1 amounting to -0.041 means if the value of entrepreneurship education (X1) plus one unit and the value of independence (X2), Risk Tolerance (X3), Family Environment (X4) and Role Models (X5) is 1, Then the value of Entrepreneurship Interest (Y) will increase by -0.041. Coefficient X2 amounting to 0.106 means if the value of independence (X2) plus one unit and the value of entrepreneurship education (X1), Risk Tolerance (X3), Family Environment (X4) and Role Models (X5) is 1, Then the value of Entrepreneurship Interest (Y) will increase by 0.106. Coefficient X3 amounting to 0,048 has meaning if Risk Tolerance value (X3) plus one unit and the value of entrepreneurship education (X1), Independence (X2), Family Environment (X4) and Role Models

(X5) is 1, Then the value of Entrepreneurship Interest (Y) will increase by 0,048. Coefficient X4 amounting to 0.366 means if the value of Environment Family (X4) plus one unit and the value of entrepreneurship education (X1), Independence (X2), Risk Tolerance (X3) and Role Models (X5) is 1, Then the value of Entrepreneurship Interest (Y) will increase by 0.366. Coefficient X5 amounting to 0.555 means if the value of Role Models (X5) plus one unit and the value of entrepreneurship education (X1), Independence (X2), Risk Tolerance (X3) and Family Environment (X4) is 1, Then the value of Entrepreneurship Interest (Y) will increase by 0.555. The constant of - 0.029 means if Entrepreneurship Education (X1), Independence (X2), Risk Tolerance (X3), Family Environment (X4) and Role Models (X5) by 1, then the Entrepreneurship Interest (Y) will increase -0.029.

- b. The correlation coefficient (R) and the coefficient of determination (R²)

Based on the result of calculation, indicating that the correlation coefficient (R_{y (1,2,3,4,5)}) equal to 0.715 which means that the influence of Entrepreneurship Education, Independence, Risk Tolerance, Environment and Role Model Family together against the Entrepreneurship Interest is equal to 0.715. Coefficient of determination (R²_{y (1,2,3,4,5)}) equal to 0.511 meaning 51.1% Entrepreneurship Interest influenced by the Entrepreneurship

Education, Independence, Risk Tolerance, Environment and Role Model Family together, the rest of 48.5% is influenced by factors or other variables not examined in this research.

Based on the table of multiple regression result, it can be seen that the value of F is 25.663 with sig 0,000 because sig 0.000 < 0.05 then H_0 is rejected. So we can conclude that at the 0.05 significance level there are positive influence Entrepreneurship education, independence, risk tolerance, Family Environment and Role Models together against the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.

D. Discussion of Result

This research aimed to determine the influence of factors that affect the Entrepreneurship Interest. In this research there were five independent variables were measured ie Entrepreneurship Education, Independence, Risk Tolerance, Family Environment and Role Model. While the dependent variable in this research is Entrepreneurship Interest. The research also aimed to determine the effect of each independent variable on the dependent variable, and determine the effect of independent variables on the dependent variable together. The results of the research are described in the description below.

1. Effect of Entrepreneurship Education on Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.

The first research result support the hypothesis that the Education Entrepreneurship variable affect the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. Contributions effect of variable Entrepreneurship Education on Accounting Education Student Entrepreneurship Interests amounted to 11.9%.

The result of this research reinforce the theory that has been formulated by some experts and support relevant research ever undertaken. According to Hurlock (2002) contains two elements, namely interest in cognitive and affective. Cognitive element preceded by an introduction means interest in advance of the object of interest shown by education and knowledge about entrepreneurship. This is consistent with the statement Buchari (2011: 11), one of the factors that affect a person's Entrepreneurship Interest that environmental factors. In the environmental factors to explain again that one aspect is to follow a course or education related to entrepreneurship or business. Further Buchari (2011: 11), explains that a person will live a life of competition in entrepreneurship,

According Zimmerer, Scarborough, and Wilson (2008: 20), one of the factors driving the growth of entrepreneurship in a country lies in the

role of universities through the implementation of entrepreneurship education both in lectures and seminars and entrepreneurial practices. The university is responsible for educating and providing entrepreneurial skills to graduates and provide motivation to dare to choose entrepreneurship as their career.

Based on this discussion Entrepreneurship Education which is an environmental factor on the individual needs to be improved so that the higher of the Entrepreneurship Interest. High Entrepreneurship Interest which would lead one to entrepreneurship so as to create a whole employment. The entrepreneurship education can be done with formal education courses and university level. Entrepreneurship education is done with the theory and practice immediately.

Retno and Trisnadi (2012) revealed that entrepreneurship education is necessary to change the attitude and mindset of students towards entrepreneurship career choice. Students who have been through entrepreneurship courses will have knowledge about the characteristics of entrepreneurship so that their Entrepreneurship Interest will also increase. So, it can be concluded that students who take entrepreneurship education both in courses and lectures at the university will have an interest in the world of entrepreneurship due to increased knowledge and the formation of a new way, they can apply entrepreneurial knowledge in real life. In

this research the Entrepreneurship Education effect on Entrepreneurship Interest.

This research supports the research that has been done by Adhitama (2014) and Permatasari (2016) showed the positive influence of Entrepreneurship Education on Entrepreneurship Interest of student. Permatasari (2014) mentioned that Entrepreneurship Education be required to master the skills to identify and evaluate new business opportunities, starting a business and entrepreneurial organizations that would be obtained through entrepreneurship education both in theory and practice in the field.

Based on the survey result, revealed that point statement with the highest score on the questionnaire Entrepreneurship Education is the fifth item is "My Lecturer provide motivation for entrepreneurship ". This suggests that one of the factors that make students interested in entrepreneurship is their motivation given lecturer in entrepreneurial learning. Therefore, in addition to presenting the material on entrepreneurship, lecturers can provide motivation to the students so that students have a positive energy to starting a business.

Point statement which had the lowest scores on the questionnaire Entrepreneurship Education is the seventh item is "Entrepreneurship Laboratory on campus capable of providing entrepreneurial skills". This shows that the Entrepreneurship Laboratory at Yogyakarta State

University, not quite able to provide hands-on experience to students in honing his skills for entrepreneurship that needs related evaluation laboratory use entrepreneurship to be more entrepreneurial lab optimal in providing entrepreneurial skills of students.

2. Effect of Independence on Entrepreneurship Interest of in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.

The results of the research support the hypothesis that the variable Independence positive effect on Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. Contribution effect of variable independence on Entrepreneurship Interest Student Accounting Education amounted to 10.3%.

The results of this research prove the theory that has been formulated by some experts and supports relevant research that has been done. Suryana (2013: 34) revealed that the independence of a person would form the person does not like to rely on others, but rather to optimize all of its resources and efforts. According Buchari (2013: 11) One of the factors that affect Entrepreneurship Interest an individual is a boost to be able to compete with others. These demands will lead to an individual applies independencely. Indicators own independence by Parker (2005: 87), are responsibilities, confident, practical experience and

common sense that is relevant, independence and solve problems. Based on several factors that affect the independence that has been disclosed,

The result of this research was consistent with research conducted by Caecilia Vemmy S. (2016), which showed that there is a positive and significant effect of the variable need for Achievement, Creativity, Independence, Risk Tolerance, Ambiguity Tolerance, and Parents towards Interests of Entrepreneurship.

Based on this discussion, the independence of an individual will be a positive influence on Entrepreneurship Interest. The greater the urge to be independence, the greater the Entrepreneurship Interest. Because one way to get these people to be financially independence is with entrepreneurship.

This research supports previous research conducted by Caecilia Vemmy S. (2016) and Fuaadah (2017) which indicates that there is a positive effect of Independence against the Entrepreneurship Interest. Independence is needed in order not to always depend on others so that students who have an independence spirit will have an Entrepreneurship Interest. This is because, they want to have their own income without depending on parents or other parties.

Based on the research, it is known that the item statements that have the highest score on the questionnaire Independence is on item 24 is "I'll be happy if I managed to find a solution to the problems of my own". This

shows that there is encouragement to students to solve their own problems without help from others. While point statement which had the lowest scores on the questionnaire Independence is on item 19 is "my mindset is more influenced by the opinions of parents in decision-making". This shows that there is an influence of parents of children in decision making. Someone will take into consideration the decisions taken in resolving problems with the directives given by the parents.

3. Influence of Risk Tolerance on Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.

The results of the research support the hypothesis that variable Risk Tolerance third positive effect on Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. Contributions influence Variable Interest Risk Tolerance against Accounting Education Student Entrepreneurship is 18.5%.

The results of this research reinforce the theory of experts and support relevant research ever undertaken. One of the factors that affect the Entrepreneurship Interest by Buchari (2013: 11) is the courage to take risks. According to Suryana (2013: 40) An entrepreneur will always be faced with an associated risk of business being operated. Risks in business, every entrepreneur has demanded a high courage with calculation and optimism owned must be adjusted with confidence. Risk

is an obstacle, impact and uncertainty in the business. An entrepreneur will certainly faced with risks.

A similar statement was also delivered by Mahesa (2012: 6). In taking decisions related to the business of an entrepreneur will consider the level of risk tolerance. An entrepreneur can be said to be risk averse (avoiding risk) where they just want to take a chance without any risk, and an entrepreneur is said to be risk lover (like risk) where they take a chance with a high degree of risk. The ability and willingness to take risks is one of the main values in entrepreneurship. People who are able and willing to take risks will have more Entrepreneurship Interest. This is because in running the business person will inevitably face many risks.

This research supports previous study that have been done. Based on research conducted by Caecilia Vemmy S. (2016), which shows that there is a positive and significant effect of the variable need for Achievement, Creativity, Independence, Tolerance Risk, Ambiguity Tolerance, and Parents of the Interests of Entrepreneurship.

Based on these discussions, one that will become an entrepreneur should have the ability to take risks. This is because in doing business will always found the problems and obstacles. The problems and obstacles need to be resolved with the decision quickly and accurately. If someone entrepreneurs are not able and willing to take risks to make decisions that do business meal will be hampered.

This research supports the study that have been conducted by Mahesa (2012) and Irawati & Shinta (2014) showing the positive influence of Risk Tolerance towards Entrepreneurship Interest. Entrepreneurship is an activity that is always faced with the uncertainty of one of them is a risk. The ability and willingness of a person to take risks is a primary value in entrepreneurship. If a person has a risk tolerance attitude, it will not be difficult to entrepreneurship.

Based on the research, it is known that the item statements that have the highest score on the questionnaire Risk Tolerance is on item 27 is "When making a decision, I will think of a possibility". While point statement which has the lowest score is item 35 that "I am less cautious in making decisions".

This suggests that the presence of hope in the students that they will always be cautious in deciding things by always considering various possibilities that will happen. But in reality, with a variety of situations and conditions experienced by students, making them less cautious in making decisions. The results showed that the Accounting Education students have moderate risk tolerance. It is expected that the students are not afraid to make decisions that have a wide range of possibilities.

4. Influence of Family Environment on Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.

The fourth research result support the hypothesis that the Family Environment variables positively affects Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. Contribution influence of Family Environment towards Entrepreneurship Interest of Accounting Education Student Entrepreneurship is 27.9%.

The results of this research reinforce the theory of experts and support relevant research ever undertaken. The results are consistent with research conducted by Paul Patria Adhitama (2014), which indicates that there is a positive influence Expectation Income, Family Environment and Entrepreneurship Education of the Interests of Entrepreneurship.

Family environment is one of the factors that influence the mindset of someone either directly or indirectly. Semiawan (2010: 1) states that the family is the first and main media that influence the behavior of one's development. The impetus for entrepreneurship come from friends, family environment, and friends where they can discuss ideas of entrepreneurship, problems encountered, and ways of coping with the problem (Buchari Alma, 2013: 7). Besides more Buchari (2013: 8) revealed also that there is the influence of parents who work for themselves, and have their own business will have a tendency that his son would become a businessman too. The role of family environment that provides support to individuals will increase the Entrepreneurship

Interest. This is because the neighborhood closest to the person is a family environment. Besides the family who has a background as an entrepreneur then it will give a boost to an individual entrepreneur. In this research the family environment effect the Entrepreneurship Interest, so this theory is proved.

Based on that discussion, which is the Family Environment external factors affecting a person's Entrepreneurship Interest needs to be improved. Family encouragement greatly affect a person's Entrepreneurship Interest. When an individual has a family environment with a background in running a business then indirectly affected to run a business or entrepreneurship. This is because the family is the closest neighborhood for an individual, and the first people will definitely notice the behavior that is raised in the family.

This research supports previous research ever undertaken by Achmad Syaifudin (2016) and Tao Shen, et al (2017). Support from family, either directly or indirectly affect a person's interest in entrepreneurship. In addition, parents will also give effect to the child in determining a career or job to be chosen later.

Based on this research, point statement which has the highest score on the questionnaire is the Family Environment on item 38 that "parents give freedom to me to do the things I love". It shows the support of a parent to a child to explore her to perform his favorite activities. While

the revelation item that has the lowest score on the questionnaire is the family environment in item 43 that "parents want me to get a fixed income to an employee". This shows that parents want their children to get a fixed income with an employee. Although the parents give the child the freedom to do what you love, do not rule out the possibility that the parents actually wanted certainty of income for his son.

Lack of understanding of parents towards entrepreneurship is also one of the factors that make parents direct their children to be employees. Thus it is necessary socialization more about entrepreneurship to various parties, including parents.

5. Influence of Role Model on Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.

The result of the research support the fifth hypothesis that the variables Role Model positive effect on Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. Contributions effect of variable Role Model of the Accounting Education Student Entrepreneur Interests amounted to 43.6%.

The result of this research reinforce the theory of experts and supporting relevant research. According Ayogyam et al (2014: 91) parties can serve as a role model of an individual in entrepreneurship is a parent, a teacher or a lecturer, and other entrepreneurs. Parties are usually located near the neighborhood of an individual. Someone who has parents that

entrepreneurship will be encouraged also to be entrepreneurs (Buchari, 2013: 11). Teachers or lecturers are in the educational environment of an individual. Teacher or professor who gives lessons on entrepreneurship generally will give examples of the success of entrepreneurs and entrepreneurial advantage that it will increase interest in entrepreneurship an individual.

The results of this research are relevant to the research conducted by Edwin Tarapuez (2016), which shows that interest in entrepreneurship in students in Quindio determined by a variety of intrinsic and extrinsic factors, namely Type University, Has Entrepreneurial Friends (Role Models), and the image of the entrepreneur.

Based on these discussions, the role model has a positive role in influencing a person's Entrepreneurship Interest. Role models are usually created from the environment in which the individual is often interact. Parties that can be used as a role model could have come from the family environment, environmental education, and the social environment. The existence of these role models will make people have role models in entrepreneurship. This is because the individual will model the behavior associated with entrepreneurship conducted by role models in the business.

This research supports the study that have been conducted by the Efrata and Maichal (2016) and Jessica Kennedy (2016). Selection of a

career in entrepreneurship is not only influenced by personality factor that exist in a person, but can also be influenced by the outside environment that can be observed, one of them is a role model. Role models can contribute to a person's influence, for example through the achievement that has been achieved. Through role model, someone will get the learning, motivation and inspiration.

Based on this research, point declaration with the highest scores on the questionnaire Role Model is on item 51 that "I did not find the good in themselves an entrepreneur '. While point statement which has the lowest score is item 53 is "I feel entrepreneur only cares about the success of the group". This shows that entrepreneurship has its place within the students although there are still negative assumptions about entrepreneurs who only care about the success of the group. The negative perception can be reduced by the positive activities undertaken by businesses directly in the community.

6. Effect of Entrepreneurship Education, Independence, Risk Tolerance, Family Environment, and Role Model effect simultaneously on Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.

The sixth research results support the hypothesis that the variable Entrepreneurship Education, Independence, Risk Tolerance, Family Environment, and Role Models together positively affects

Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. Variable Entrepreneurship Education, Independence, Risk Tolerance, Family Environment, and Role Models simultaneously affect the Entrepreneurship Interest 51.1%.

The results of this research reinforce the theory of experts. According to Bygrave (in Buchari Alma, 2013: 9) Interest in entrepreneurship is influenced by several factors: 1) personal factors, concerning aspects of personality, 2) factors environment, concerning the physical environment such as education and 3) factors sociological, regarding relationships with family and etc. Buchari (2013: 11) also argues that interest in entrepreneurship is also influenced by their courage to take risks. Environment of role model presented by Buchari (2013: 7) also affect the Entrepreneurship Interest, where role models typically look to parents, siblings, other family, friends, spouses, or employers who idolized.

One's personality will affect a person's Entrepreneurship Interest. Someone who has a personal confidence, brave soul at risk, as well as the spirited leadership and innovative initiatives tend to dare to step into the world of entrepreneurship. Besides personality of one's own self will also support an individual to become entrepreneurs. Someone who choose a career as an entrepreneur must have gone through a variety of thought and

consideration and certainly fits the personality he has. The better the personality of the higher student Entrepreneurship Interest.

In addition to personality in a person, external factors is the family environment also affects a person's Entrepreneurship Interest. In the family established a close relationship between parents and children, the role of parents could not be separated in guiding and directing their children toward a better future. Directly or indirectly, parents strongly influence the determination of the child in selecting a career. Support family environment can influence entrepreneurship interest in children. The higher the family support, the higher the Entrepreneurship Interest.

Role Model also has a role in increasing someone's Entrepreneurship Interest. Role model is derived from the family environment which is usually a parent, a good education environment teacher or professor, and other entrepreneurs or friends. Environmental education will influence on individual knowledge related to entrepreneurship. Individuals who have studied entrepreneurship then knowledge about entrepreneurship will also increase. The knowledge gained will encourage interest in entrepreneurship as a way to apply the knowledge acquired. In this research, Entrepreneurship Education, Independence, Risk Tolerance, Family Environment, and Role Models together have an influence on Entrepreneurship Interest.

E. Research Limitation

1. Respondents in this research is limited to the Student Accounting Education Faculty of Economics, Yogyakarta State University so that the reader should be careful in generalizing the results.
2. Measurement of the indicator of the Independence variable only in the self-assessment so as to enable there are answers that are not in accordance with the actual situation.
3. This research only 51.1% were able to explain the factors that affect the Entrepreneurship Interest so that there are other factors that need to be investigated.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and discussion, it can be concluded that:

1. Entrepreneurship Education affects positively the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. This shows that the better the Entrepreneurship Education, the Entrepreneurship Interest of Accounting Education student will Increase.
2. Independence affects positively the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. This shows that the better the independence of student, the Entrepreneurship Interest of Accounting Education student will Increase.
3. Risk Tolerance affects positively the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. This shows that the higher the Risk Tolerance, the Entrepreneurship Interest of Accounting Education student will Increase.

4. Family Environment affects positively the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. This indicates the stronger support from the Family Environment, the Entrepreneurship Interest of Accounting Education student will Increase.
5. Role Model affects positively the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University. This shows the better Role Model in the entrepreneurial environment the Entrepreneurship Interest of Accounting Education student will Increase.
6. Entrepreneurship Education, Independence, Risk Tolerance, Family Environment, and Role Model affect simultaneously the Entrepreneurship Interest in Student of Accounting Education, Faculty of Economics, Yogyakarta State University.

B. Suggestion

1. To Related Parties
 - a. Based on the result of research, evaluation is needed regarding the use of laboratory entrepreneurship which is not optimal yet in providing entrepreneurial skill directly to students.
 - b. Educators can improve the quality of entrepreneurial learning by providing a variety of stories and inspiring story about

entrepreneurship that can motivate and add positive energy to the students to be an entrepreneur.

- c. Government and businessman can work together to provide a deeper understanding of the public about the profit and benefit of entrepreneurship so that people do not well only looking for a job to become an employee to earn income.
- d. Students are more brave and confident to try entrepreneurship because many of the benefits that would be obtained with entrepreneurship, and one of them is creating vocation.

2. For Further Research

- a. Researcher can then conduct research with respondents more.
- b. Indicator measurement can be done with measurement from various parties, so that reducing the possibility of research improperly answer compared with the actual situation.
- c. Further research on family environment viewed not only of the support, but it could be from a family background and last parent's education. In addition, factor that might be further investigated is the demographic factor that affect the interest in entrepreneurship such as respondents' gender.

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APPENDIXES

Appendix 1. Trial Research Instrument

Angket Penelitian

Assalamu'alaikum Wr. Wb.

Perkenalkan saya, Syifa Nurrahmah (14803244023) Mahasiswa Pendidikan Akuntansi tahun 2014. Penyebaran kuesioner ini bertujuan untuk menyelesaikan tugas akhir skripsi yang berjudul “Analisis Faktor-Faktor yang Mempengaruhi Minat Berwirausaha Mahasiswa Pendidikan Akuntansi Universitas Negeri Yogyakarta”. Saya memohon kesediaan teman-teman untuk memberikan jawaban sesuai dengan kondisi yang teman-teman rasakan.

Pengisian kuesioner ini tidak ada pengaruhnya terhadap penilaian hasil belajar teman-teman, namun akan sangat bermanfaat untuk saya. Kerahasiaan identitas teman-teman akan saya jaga untuk mengantisipasi hal yang tidak diinginkan. Atas perhatian dan kesediaan teman-teman dalam mengisi kuesioner ini, saya ucapkan terima kasih.

Yogyakarta, April
2018

Peneliti,

Syifa Nurrahmah
NIM. 14803244023

DATA DIRI RESPONDEN

1. Jenis Kelamin : ☐ Laki-laki ☐ Perempuan
2. Angkatan : ☐ 2014 ☐ 2015
3. Pekerjaan Orang Tua : ☐ PNS ☐ Wirausahawan
☐ Karyawan Swasta ☐ Lainnya, sebutkan.....
4. Lulus Mata Kuliah Kewirausahaan : ☐ Sudah ☐ Belum

Petunjuk Pengisian

Berikanlah jawaban atas pernyataan berikut ini dengan memberikan tanda *checklist* (✓) pada alternatif jawaban yang telah tersedia, dimana :

SS = Sangat Setuju
S = Setuju
TS = Tidak Setuju
STS = Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1.	Menjadi wirausahawan merupakan impian saya				
2.	Saya tertarik menjadi karyawan di perusahaan ternama				
3.	Saya ingin menjadi seorang wirausahawan karena akan mendapatkan pendapatan lebih besar				
4.	Saya merasa senang apabila kelak dapat berwirausaha dengan sukses				
5.	Saya bangga dapat berwirausaha untuk menciptakan lapangan pekerjaan				
6.	Saya tidak tertarik berwirausaha karena merupakan pekerjaan yang tidak bergengsi				
7.	Saya memiliki rencana untuk berwirausaha				
8.	Saya tidak siap berwirausaha karena banyak tantangan yang akan dihadapi				
9.	Saya tidak berkeinginan berwirausaha karena hanya akan membuang waktu				
10.	Saya memperoleh pengetahuan berwirausaha dari pendidikan formal				
11.	Saya memahami dengan baik materi kewirausahaan				
12.	Saya senang mengikuti seminar kewirausahaan baik di kampus atau di luar kampus				

No	Pernyataan	SS	S	TS	STS
13.	Dosen saya memiliki pengetahuan yang baik mengenai kewirausahaan				
14.	Dosen saya memberikan motivasi untuk berwirausaha				
15.	Metode pembelajaran yang dilakukan dosen membuat saya semakin memahami kewirausahaan				
16.	Laboratorium kewirausahaan di kampus mampu memberikan keterampilan wirausaha				
17.	Perpustakaan membantu meningkatkan pengetahuan berwirausaha				
18.	Buku-buku kewirausahaan memperluas wawasan saya untuk berwirausaha				
19.	Pola pikir saya lebih banyak dipengaruhi oleh pendapat orang tua dalam mengambil keputusan				
20.	Saya memiliki jiwa kepemimpinan untuk mengarahkan orang lain				
21.	Saya mampu menjadi gerakan perubahan di lingkungan saya				
22.	Saya dapat memutuskan sendiri apa yang terbaik bagi saya				
23.	Saya cepat bereaksi menanggapi berbagai hal				
24.	Saya merasa cemas apabila saya melakukan kesalahan dalam keputusan yang saya ambil				
25.	Saya akan merasa gembira apabila saya berhasil mencari jalan keluar atas permasalahan sendiri				
26.	Saya selalu ingin mendapatkan sesuatu yang lebih baik dari orang lain				
27.	Saya merasa puas atas apapun yang saya capai				
28.	Pekerjaan yang saya kerjakan bukan sepenuhnya tanggung jawab saya				
29.	Ketika mengambil keputusan, saya akan memikirkan berbagai kemungkinan				
30.	Saya berani bertanggung jawab jika terjadi kesalahan atas apa yang saya perbuat				
31.	Saya berani mengambil risiko dalam berwirausaha				
32.	Ketidakpastian dalam berwirausaha membuat saya merasa tertantang untuk menjalankannya				
33.	Risiko yang besar membuat saya tidak berani untuk berwirausaha				
34.	Jika mengalami kegagalan, maka saya berusaha untuk mencapai keberhasilan				
35.	Saya berani bersusah payah untuk mencapai keberhasilan				
36.	Saya memilih cara yang instan untuk meraih apa yang saya inginkan				

No	Pernyataan	SS	S	TS	STS
37.	Perencanaan ke depan akan membuat usaha saya berhasil				
38.	Saya kurang hati-hati dalam mengambil keputusan				
39.	Saya berpikir kritis dalam memecahkan masalah				
40.	Setiap ada masalah, saya selalu mencari pelampiasan pada hal lain				
41.	Orang tua saya memberikan pengalaman berwirausaha				
42.	Orang tua menanamkan kedisiplinan dalam berbagai hal				
43.	Orang tua memberikan kebebasan kepada saya untuk melakukan hal yang saya sukai				
44.	Orang tua memberikan dukungan kepada saya dalam berwirausaha				
45.	Orang tua mengarahkan saya untuk berwirausaha				
46.	Orang tua tidak memberikan pengetahuan mengenai kewirausahaan				
47.	Orang tua siap memberikan modal untuk saya berwirausaha				
48.	Orang tua ingin saya mendapatkan pendapatan tetap dengan menjadi karyawan				
49.	Orang tua ingin saya menjadi pegawai yang selalu memakai pakaian rapi di perusahaan milik orang lain				
50.	Banyak wirausahawan yang memberikan inspirasi kepada saya				
51.	Saya mampu berjuang untuk meraih kesuksesan seperti wirausahawan yang lain				
52.	Saya merasa tidak mampu melakukan seperti apa yang dilakukan wirausahawan				
53.	Saya senantiasa meningkatkan kualitas diri agar menjadi wirausahawan yang sukses				
54.	Saya mampu menjadi pribadi yang siap menghadapi berbagai tantangan				
55.	Saya mencontoh sikap pantang menyerah dari para wirausahawan				
56.	Berwirausaha membutuhkan perjuangan agar mencapai hasil yang maksimal				
57.	Saya tidak menemukan kebaikan pada diri seorang wirausaha				
58.	Saya mendapat dukungan saat berada pada lingkungan para wirausahawan				
59.	Saya merasa wirausahawan hanya peduli pada kesuksesan kelompoknya sendiri				
60.	Wirausahawan akan saling membantu saat yang lain mengalami kegagalan				

Appendix 2. Data of Trial Research Instrument

MINAT BERWIRAUSAHA

Resp.	Nomor Item									Total Item
	1	2	3	4	5	6	7	8	9	
1	3	3	2	4	4	3	3	3	3	28
2	3	3	3	3	3	3	3	3	3	27
3	2	2	2	3	3	2	2	2	3	21
4	3	2	3	3	3	3	3	3	3	26
5	2	2	2	3	3	2	2	2	3	21
6	3	2	3	4	4	3	3	2	3	27
7	3	3	3	4	4	3	3	3	3	29
8	2	3	2	3	4	4	3	2	4	27
9	3	1	3	3	3	3	3	1	2	22
10	4	2	4	4	4	4	4	4	4	34
11	3	3	3	3	3	3	3	3	4	28
12	2	1	2	3	3	2	3	2	3	21
13	2	2	3	3	2	3	2	2	3	22
14	3	2	3	3	3	3	3	3	3	26
15	4	3	4	4	4	4	4	4	3	34
16	2	2	2	3	3	3	3	2	3	23
17	3	2	3	3	3	3	3	3	3	26
18	3	3	3	3	3	4	2	2	2	25
19	3	3	3	4	3	4	3	3	4	30
20	4	2	4	4	4	4	3	3	3	31
21	2	2	3	3	3	3	2	2	3	23
22	3	2	3	3	4	4	3	3	2	27
23	4	1	4	4	4	4	3	4	4	32
24	3	1	3	3	4	3	3	3	3	26
25	3	1	3	3	3	4	3	4	4	28
26	4	2	4	4	4	3	3	3	3	30
27	4	4	3	4	4	4	4	3	3	33
28	3	3	3	4	3	4	3	3	4	30
29	3	2	3	4	3	3	3	3	4	28
30	4	2	4	4	4	4	3	3	3	31
	90	66	90	103	102	99	88	83	95	816

PENDIDIKAN KEWIRAUSAHAAN

Resp.	Nomor Item									Total Item
	1	2	3	4	5	6	7	8	9	
1	3	2	2	3	4	3	2	2	2	23
2	2	2	2	2	3	2	2	2	2	19
3	2	3	2	3	3	3	2	2	3	23
4	2	3	2	3	3	2	2	1	2	20
5	3	3	2	3	3	3	2	2	3	24
6	3	3	2	3	3	3	2	3	3	25
7	3	3	2	3	3	2	2	2	3	23
8	4	3	2	2	3	3	2	4	3	26
9	3	3	3	4	4	4	3	2	2	28
10	4	4	4	4	4	4	2	2	3	31
11	3	3	3	3	3	3	2	2	2	24
12	3	2	2	3	4	3	3	4	3	27
13	3	3	2	3	3	2	2	3	2	23
14	3	3	3	3	3	3	3	3	3	27
15	3	4	4	3	4	3	2	3	3	29
16	3	3	2	2	3	2	2	2	2	21
17	3	3	2	3	3	3	3	3	3	26
18	3	2	3	3	3	3	3	2	3	25
19	3	3	3	3	4	3	3	2	3	27
20	3	3	3	3	3	3	3	3	3	27
21	3	3	2	3	3	2	2	3	3	24
22	3	2	3	3	4	3	2	3	2	25
23	3	3	3	3	3	3	3	3	3	27
24	3	2	2	3	3	2	3	2	3	23
25	4	3	3	3	3	3	2	3	3	27
26	3	2	3	3	3	2	2	3	3	24
27	2	3	2	3	3	3	2	3	3	24
28	3	3	3	3	3	3	2	3	3	26
29	4	3	3	3	3	3	3	3	3	28
30	3	3	3	2	2	2	2	2	3	22
	90	85	77	88	96	83	70	77	82	748

KEMANDIRIAN

Resp.	Nomor Item							Total Item
	1	2	3	4	5	7	8	
1	2	2	2	3	3	4	4	20
2	2	3	3	3	3	4	3	21
3	2	3	3	3	3	4	3	21
4	2	3	3	4	4	4	4	24
5	2	3	3	2	3	3	3	19
6	2	2	3	3	2	3	3	18
7	2	2	3	2	2	4	4	19
8	3	3	4	4	4	4	3	25
9	3	2	2	2	2	3	2	16
10	3	3	3	3	2	4	3	21
11	3	2	3	3	3	3	2	19
12	3	4	3	4	3	4	4	25
13	3	3	3	3	3	3	3	21
14	3	2	2	3	3	4	3	20
15	3	3	3	3	3	3	3	21
16	2	3	3	3	3	3	3	20
17	2	3	3	3	3	4	3	21
18	3	3	3	4	3	4	3	23
19	3	3	3	4	3	4	4	24
20	3	4	4	4	4	4	4	27
21	1	3	3	3	2	3	3	18
22	2	2	2	3	2	3	3	17
23	2	1	1	1	4	2	3	14
24	3	3	4	2	2	2	2	18
25	2	3	3	3	3	3	3	20
26	3	2	2	3	3	4	3	20
27	2	3	3	3	3	3	3	20
28	2	3	3	3	3	4	3	21
29	3	3	3	4	3	4	3	23
30	3	3	3	4	3	4	4	24
	74	82	86	92	87	105	94	620

TOLERANSI RISIKO

Resp.	Nomor Item											Total Item
	1	2	3	4	5	6	7	8	9	11	12	
1	3	4	3	3	2	2	3	3	3	3	3	32
2	3	3	3	3	3	3	3	4	4	3	3	35
3	3	3	3	3	3	2	3	3	2	2	2	29
4	3	3	3	3	4	2	4	3	2	4	3	34
5	3	3	3	3	3	3	3	3	3	3	3	33
6	3	3	3	3	3	3	3	3	3	3	3	33
7	3	3	3	3	3	3	3	3	3	2	3	32
8	4	4	4	3	3	3	4	4	4	3	3	39
9	2	3	3	3	2	3	3	3	3	2	3	30
10	2	3	4	3	2	3	3	3	3	3	3	32
11	3	3	3	3	3	3	3	3	3	2	3	32
12	4	3	4	3	3	3	4	4	4	4	3	39
13	3	3	3	3	3	2	3	3	3	3	3	32
14	3	3	3	3	2	2	3	3	3	3	3	31
15	3	3	3	3	3	3	3	3	3	3	2	32
16	3	3	3	3	3	2	3	3	2	2	3	30
17	3	3	3	3	3	3	3	3	3	2	2	31
18	3	4	4	3	3	3	4	4	2	3	3	36
19	3	4	3	4	3	3	3	3	3	3	3	35
20	4	4	4	4	4	4	4	4	3	3	4	42
21	2	3	3	3	3	3	3	4	3	2	3	32
22	2	3	3	3	3	3	3	3	3	3	3	32
23	1	2	1	3	1	1	3	3	2	3	1	21
24	2	3	3	3	3	2	2	2	3	3	3	29
25	3	3	3	3	3	3	3	3	2	3	3	32
26	2	3	4	3	2	3	3	3	3	3	3	32
27	3	3	3	3	3	3	3	3	3	2	3	32
28	4	3	4	3	3	3	4	4	4	4	3	39
29	3	3	3	3	3	2	3	3	3	3	3	32
30	3	3	3	3	2	2	3	3	3	3	3	31
	86	94	95	92	84	80	95	96	88	85	86	981

LINGKUNGAN KELUARGA

Resp.	Nomor Item								Total Item
	1	3	4	5	6	7	8	9	
1	1	3	2	2	2	2	2	2	16
2	3	4	3	3	2	3	3	2	23
3	3	3	3	3	3	3	2	2	22
4	2	3	3	3	3	3	3	3	23
5	3	3	3	3	2	2	2	2	20
6	2	3	4	3	3	3	2	2	22
7	2	3	3	2	3	3	2	2	20
8	3	3	3	3	3	3	2	3	23
9	3	3	3	2	2	2	2	2	19
10	2	3	3	2	2	3	2	3	20
11	3	3	3	3	3	3	3	3	24
12	2	3	3	3	2	3	2	2	20
13	3	2	3	3	4	3	2	2	22
14	3	3	3	3	3	3	2	2	22
15	3	3	3	2	3	2	2	3	21
16	1	4	2	2	1	1	2	1	14
17	3	3	3	2	3	3	2	2	21
18	3	3	3	3	3	3	2	2	22
19	4	3	3	3	3	3	2	2	23
20	3	3	3	3	3	3	3	3	24
21	2	3	3	2	2	2	2	2	18
22	2	3	3	2	3	3	3	3	22
23	1	3	3	2	2	3	2	2	18
24	3	3	3	2	3	2	2	3	21
25	3	3	3	3	4	3	2	3	24
26	2	3	3	2	2	3	2	3	20
27	4	2	4	4	1	3	3	3	24
28	3	3	3	3	2	3	1	1	19
29	2	3	3	2	2	3	1	3	19
30	2	3	3	3	2	3	2	3	21
	76	90	90	78	76	82	64	71	627

ROLE MODEL

Resp.	Nomor Item										Total Item
	1	2	4	5	6	7	8	9	10	11	
1	3	3	3	3	3	3	3	3	3	2	29
2	3	3	4	4	4	4	3	3	2	4	34
3	3	3	3	3	3	3	3	3	2	3	29
4	3	3	3	3	3	3	3	4	3	3	31
5	3	3	3	3	3	3	4	3	3	3	31
6	3	3	3	3	3	3	3	3	2	3	29
7	3	3	3	3	3	4	3	3	3	4	32
8	4	4	4	4	4	4	3	4	4	4	39
9	3	3	3	3	3	3	3	3	3	3	30
10	3	3	3	3	3	3	3	3	3	3	30
11	3	3	3	3	3	3	3	3	3	3	30
12	2	3	3	3	3	3	3	2	2	1	25
13	3	3	3	3	3	3	3	3	3	3	30
14	3	3	3	3	3	4	3	3	3	3	31
15	3	3	3	3	3	3	3	3	3	3	30
16	3	3	3	3	3	3	2	3	2	3	28
17	3	3	3	3	3	3	3	3	3	3	30
18	4	4	4	4	3	3	4	3	4	3	36
19	3	3	3	3	3	3	3	3	3	3	30
20	4	4	4	4	4	4	3	4	3	4	38
21	3	3	3	3	3	4	4	4	4	3	34
22	3	3	3	3	3	3	2	3	2	3	28
23	2	3	3	4	3	2	3	2	3	2	27
24	2	3	3	3	2	1	2	4	3	3	26
25	3	3	3	3	3	3	3	3	3	3	30
26	3	3	3	3	3	3	3	3	3	3	30
27	3	3	3	3	3	3	3	3	3	3	30
28	3	3	3	3	3	3	3	3	3	3	30
29	2	3	3	3	2	3	3	3	3	3	28
30	4	3	3	3	3	3	3	3	3	3	31
	90	93	94	95	91	93	90	93	87	90	916

Appendix 3. Result of Trial Research Instrument

1. Uji Validitas Instrumen

a. Minat Berwirausaha

	Pearson Correlation	r tabel	Keterangan
Item ke-1	.871**	0,361	Valid
Item ke-2	.377*	0,361	Valid
Item ke-3	.716**	0,361	Valid
Item ke-4	.778*	0,361	Valid
Item ke-5	.651**	0,361	Valid
Item ke-6	.752**	0,361	Valid
Item ke-7	.753**	0,361	Valid
Item ke-8	.799**	0,361	Valid
Item ke-9	.412*	0,361	Valid

b. Pendidikan Kewirausahaan

	Pearson Correlation	r tabel	Keterangan
Item ke-1	.638**	0,361	Valid
Item ke-2	.453**	0,361	Valid
Item ke-3	.682**	0,361	Valid
Item ke-4	.598*	0,361	Valid
Item ke-5	.489**	0,361	Valid
Item ke-6	.783**	0,361	Valid
Item ke-7	.421*	0,361	Valid
Item ke-8	.458*	0,361	Valid
Item ke-9	.472**	0,361	Valid

c. Kemandirian

	Pearson Correlation	r tabel	Keterangan
Item ke-1	.452*	0,361	Valid
Item ke-2	.719**	0,361	Valid
Item ke-3	.570**	0,361	Valid
Item ke-4	.853*	0,361	Valid
Item ke-5	.398*	0,361	Valid
Item ke-6	-.212	0,361	Tidak Valid
Item ke-7	.719**	0,361	Valid
Item ke-8	.578**	0,361	Valid
Item ke-9	-.154	0,361	Tidak Valid

d. Toleransi Risiko

	Pearson Correlation	r tabel	Keterangan
Item ke-1	.750**	0,361	Valid
Item ke-2	.632**	0,361	Valid
Item ke-3	.778**	0,361	Valid
Item ke-4	.398*	0,361	Valid
Item ke-5	.553**	0,361	Valid
Item ke-6	.700**	0,361	Valid
Item ke-7	.763**	0,361	Valid
Item ke-8	.775**	0,361	Valid
Item ke-9	.569**	0,361	Valid
Item ke-10	.254	0,361	Tidak Valid
Item ke-11	.427*	0,361	Valid
Item ke-12	.616**	0,361	Valid
Item ke-13	-.057*	0,361	Tidak Valid

e. Lingkungan Keluarga

	Pearson Correlation	r tabel	Keterangan
Item ke-1	.683**	0,361	Valid
Item ke-2	.119	0,361	Tidak Valid
Item ke-3	-.424*	0,361	Valid
Item ke-4	.617*	0,361	Valid
Item ke-5	.687**	0,361	Valid
Item ke-6	.530**	0,361	Valid
Item ke-7	.660**	0,361	Valid
Item ke-8	.565**	0,361	Valid
Item ke-9	.559**	0,361	Valid

f. Role Model

	Pearson Correlation	r tabel	Keterangan
Item ke-1	.773**	0,361	Valid
Item ke-2	.739**	0,361	Valid
Item ke-3	.321	0,361	Tidak Valid
Item ke-4	.766**	0,361	Valid
Item ke-5	.578**	0,361	Valid
Item ke-6	.715**	0,361	Valid
Item ke-7	.705**	0,361	Valid
Item ke-8	.446**	0,361	Valid
Item ke-9	.580**	0,361	Valid
Item ke-10	.564*	0,361	Valid
Item ke-11	.709**	0,361	Valid

2. Uji Reliabilitas Instrumen

a. Minat Berwirausaha

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.845	9

b. Pendidikan Kewirausahaan

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.717	9

c. Kemandirian

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.767	7

d. Toleransi Risiko

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.858	11

e. Lingkungan Keluarga

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.619	8

f. Role Model

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.849	10

Appendix 4. Research Instrument

Angket Penelitian

Assalamu'alaikum Wr. Wb.

Perkenalkan saya, Syifa Nurrahmah (14803244023) Mahasiswa Pendidikan Akuntansi tahun 2014. Penyebaran kuesioner ini bertujuan untuk menyelesaikan tugas akhir skripsi yang berjudul “Analisis Faktor-Faktor yang Mempengaruhi Minat Berwirausaha Mahasiswa Pendidikan Akuntansi Universitas Negeri Yogyakarta”. Saya memohon kesediaan teman-teman untuk memberikan jawaban sesuai dengan kondisi yang teman-teman rasakan.

Pengisian kuesioner ini tidak ada pengaruhnya terhadap penilaian hasil belajar teman-teman, namun akan sangat bermanfaat untuk saya. Kerahasiaan identitas teman-teman akan saya jaga untuk mengantisipasi hal yang tidak diinginkan. Atas perhatian dan kesediaan teman-teman dalam mengisi kuesioner ini, saya ucapkan terima kasih.

Yogyakarta, April 2018

Peneliti,

Syifa Nurrahmah

NIM. 14803244023

DATA DIRI RESPONDEN

1. Jenis Kelamin : ☐ Laki-laki ☐ Perempuan
2. Angkatan : ☐ 2014 ☐ 2015
3. Pekerjaan Orang Tua : ☐ PNS ☐
Wirausahawan ☐ Karyawan Swasta ☐ Lainnya,
sebutkan
4. Lulus Mata Kuliah Kewirausahaan : ☐ Sudah ☐ Belum

Petunjuk Pengisian

Berikanlah jawaban atas pernyataan berikut ini dengan memberikan tanda *checklist* (✓) pada alternatif jawaban yang telah tersedia, dimana :

SS = Sangat Setuju

S = Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1.	Menjadi wirausahawan merupakan impian saya				
2.	Saya tertarik menjadi karyawan di perusahaan ternama				
3.	Saya ingin menjadi seorang wirausahawan karena akan mendapatkan pendapatan lebih besar				
4.	Saya merasa senang apabila kelak dapat berwirausaha dengan sukses				
5.	Saya bangga dapat berwirausaha untuk menciptakan lapangan pekerjaan				
6.	Saya tidak tertarik berwirausaha karena merupakan pekerjaan yang tidak bergengsi				
7.	Saya memiliki rencana untuk berwirausaha				
8.	Saya tidak siap berwirausaha karena banyak tantangan yang akan dihadapi				
9.	Saya tidak berkeinginan berwirausaha karena hanya akan membuang waktu				
10.	Saya memperoleh pengetahuan berwirausaha dari pendidikan formal				
11.	Saya memahami dengan baik materi kewirausahaan				
No	Pernyataan	SS	S	TS	STS
12.	Saya senang mengikuti seminar kewirausahaan baik di				

	kampus atau di luar kampus				
13.	Dosen saya memiliki pengetahuan yang baik mengenai kewirausahaan				
14.	Dosen saya memberikan motivasi untuk berwirausaha				
15.	Metode pembelajaran yang dilakukan dosen membuat saya semakin memahami kewirausahaan				
16.	Laboratorium kewirausahaan di kampus mampu memberikan keterampilan wirausaha				
17.	Perpustakaan membantu meningkatkan pengetahuan berwirausaha				
18.	Buku-buku kewirausahaan memperluas wawasan saya untuk berwirausaha				
19.	Pola pikir saya lebih banyak dipengaruhi oleh pendapat orang tua dalam mengambil keputusan				
20.	Saya memiliki jiwa kepemimpinan untuk mengarahkan orang lain				
21.	Saya mampu menjadi gerakan perubahan di lingkungan saya				
22.	Saya dapat memutuskan sendiri apa yang terbaik bagi saya				
23.	Saya cepat bereaksi menanggapi berbagai hal				
24.	Saya akan merasa gembira apabila saya berhasil mencari jalan keluar atas permasalahan sendiri				
25.	Saya selalu ingin mendapatkan sesuatu yang lebih baik dari orang lain				
26.	Pekerjaan yang saya kerjakan bukan sepenuhnya tanggung jawab saya				
27.	Ketika mengambil keputusan, saya akan memikirkan berbagai kemungkinan				
28.	Saya berani bertanggung jawab jika terjadi kesalahan atas apa yang saya perbuat				
29.	Saya berani mengambil risiko dalam berwirausaha				
30.	Ketidakpastian dalam berwirausaha membuat saya merasa tertantang untuk menjalankannya				
31.	Risiko yang besar membuat saya tidak berani untuk berwirausaha				
32.	Jika mengalami kegagalan, maka saya berusaha untuk mencapai keberhasilan				
33.	Saya berani bersusah payah untuk mencapai keberhasilan				
34.	Saya memilih cara yang instan untuk meraih apa yang saya inginkan				
35.	Saya kurang hati-hati dalam mengambil keputusan				
No	Pernyataan	SS	S	TS	STS
36.	Saya berpikir kritis dalam memecahkan masalah				
37.	Orang tua saya memberikan pengalaman berwirausaha				
38.	Orang tua memberikan kebebasan kepada saya untuk melakukan hal yang saya sukai				

39.	Orang tua memberikan dukungan kepada saya dalam berwirausaha				
40.	Orang tua mengarahkan saya untuk berwirausaha				
41.	Orang tua tidak memberikan pengetahuan mengenai kewirausahaan				
42.	Orang tua siap memberikan modal untuk saya berwirausaha				
43.	Orang tua ingin saya mendapatkan pendapatan tetap dengan menjadi karyawan				
44.	Orang tua ingin saya menjadi pegawai yang selalu memakai pakaian rapi di perusahaan milik orang lain				
45.	Banyak wirausahawan yang memberikan inspirasi kepada saya				
46.	Saya mampu berjuang untuk meraih kesuksesan seperti wirausahawan yang lain				
47.	Saya senantiasa meningkatkan kualitas diri agar menjadi wirausahawan yang sukses				
48.	Saya mampu menjadi pribadi yang siap menghadapi berbagai tantangan				
49.	Saya mencontoh sikap pantang menyerah dari para wirausahawan				
50.	Berwirausaha membutuhkan perjuangan agar mencapai hasil yang maksimal				
51.	Saya tidak menemukan kebaikan pada diri seorang wirausaha				
52.	Saya mendapat dukungan saat berada pada lingkungan para wirausahawan				
53.	Saya merasa wirausahawan hanya peduli pada kesuksesan kelompoknya sendiri				
54.	Wirausahawan akan saling membantu saat yang lain mengalami kegagalan				

Mohon untuk mengecek kembali jawaban anda, untuk menghindari pernyataan yang belum terjawab.

Terima kasih atas partisipasi teman-teman dalam membantu saya mengisi kuesioner penelitian ini.

Appendix 5. Data of Research Instrument

MINAT BERWIRAUSAHA

Resp.	Nomor Item									Total Item
	1	2	3	4	5	6	7	8	9	
1	3	3	2	4	4	3	3	3	3	28
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3	2	2	2	3	3	2	2	2	3	21
4	3	2	3	3	3	3	3	3	3	26
5	2	2	2	3	3	2	2	2	3	21
6	3	2	3	4	4	3	3	2	3	27
7	3	3	3	4	4	3	3	3	3	29
8	2	3	2	3	4	4	3	2	4	27
9	3	1	3	3	3	3	3	1	2	22
10	4	2	4	4	4	4	4	4	4	34
11	3	3	3	3	3	3	3	3	4	28
12	2	1	2	3	3	2	3	2	3	21
13	2	2	3	3	2	3	2	2	3	22
14	3	2	3	3	3	3	3	3	3	26
15	4	3	4	4	4	4	4	4	3	34
16	2	2	2	3	3	3	3	2	3	23
17	3	2	3	3	3	3	3	3	3	26
18	3	3	3	3	3	4	2	2	2	25
19	3	3	3	4	3	4	3	3	4	30
20	4	2	4	4	4	4	3	3	3	31
21	2	2	3	3	3	3	2	2	3	23
22	3	2	3	3	4	4	3	3	2	27
23	4	1	4	4	4	4	3	4	4	32
24	3	1	3	3	4	3	3	3	3	26
25	3	1	3	3	3	4	3	4	4	28
26	4	2	4	4	4	3	3	3	3	30
27	4	4	3	4	4	4	4	3	3	33
28	3	3	3	4	3	4	3	3	4	30
29	3	2	3	4	3	3	3	3	4	28
30	4	2	4	4	4	4	3	3	3	31
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34	3	2	3	3	3	3	3	3	3	26
35	3	2	3	3	4	4	3	2	3	27

Resp.	Nomor Item									Total Item
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36	2	1	2	2	3	2	2	2	3	19
37	2	2	2	3	2	3	2	2	3	21
38	3	2	3	3	3	3	3	3	3	26
39	3	3	3	4	4	3	3	3	3	29
40	3	3	4	4	4	4	3	3	3	31
41	2	2	2	3	3	3	2	3	3	23
42	4	2	4	4	4	4	3	3	4	32
43	3	2	3	3	4	4	3	3	3	28
44	3	2	3	4	3	3	3	2	3	26
45	3	3	3	3	3	3	3	3	3	27
46	3	1	3	3	3	3	3	2	3	24
47	4	3	4	4	4	4	4	3	3	33
48	3	1	3	4	4	2	3	3	3	26
49	3	2	3	4	4	4	3	3	3	29
50	3	2	4	4	4	3	3	3	3	29
51	3	2	2	3	3	3	3	3	3	25
52	3	2	4	4	3	4	3	3	4	30
53	4	2	3	3	3	4	3	3	3	28
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56	4	2	4	4	4	4	4	4	4	34
57	2	2	2	2	3	3	3	2	3	22
58	3	2	3	4	3	3	3	3	4	28
59	4	2	4	4	4	4	4	3	4	33
60	3	2	3	3	3	3	3	3	3	26
61	2	3	2	2	3	3	2	3	3	23
62	3	1	3	4	3	4	4	2	4	28
63	3	2	2	4	4	3	3	3	3	27
64	2	2	4	4	4	4	3	3	4	30
65	3	3	3	4	4	4	4	3	4	32
66	3	2	3	3	3	3	3	2	3	25
67	3	1	3	4	4	3	3	3	3	27
68	3	3	2	3	3	3	3	3	3	26
69	2	2	2	3	3	4	3	1	3	23
70	2	1	4	4	4	4	4	1	4	28
71	2	2	3	3	3	3	3	2	3	24
72	3	3	3	3	3	3	3	3	3	27
73	2	1	3	3	3	3	3	2	3	23
74	3	2	3	3	3	3	3	3	3	26

Resp.	Nomor Item									Total Item
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75	3	2	4	3	3	3	3	3	2	26
76	3	2	3	3	3	3	3	3	3	26
77	2	1	2	3	2	4	3	2	3	22
78	4	2	4	4	4	3	4	3	3	31
79	4	3	4	4	4	4	4	4	4	35
80	3	3	4	4	3	3	3	3	3	29
81	3	2	3	4	3	3	3	3	3	27
82	3	1	3	3	4	4	3	2	3	26
83	4	2	4	4	4	3	4	3	3	31
84	3	2	3	4	4	3	3	3	3	28
85	4	2	3	4	3	4	4	4	4	32
86	2	1	2	3	2	4	2	1	4	21
87	2	1	1	3	2	1	1	1	2	14
88	2	2	3	3	3	3	3	3	3	25
89	4	2	3	4	4	3	4	1	4	29
90	3	1	3	4	4	3	3	3	3	27
91	3	1	3	4	3	3	3	3	3	26
92	3	2	2	4	4	4	3	3	3	28
93	4	2	4	4	4	4	4	3	4	33
94	3	1	3	4	4	3	3	3	4	28
95	3	2	2	4	4	4	3	3	3	28
96	4	2	3	4	4	3	3	3	3	29
97	4	2	3	4	3	4	4	3	3	30
98	4	3	4	4	4	4	4	4	4	35
99	4	1	4	4	4	3	4	3	3	30
100	3	3	4	4	4	4	3	3	3	31
101	3	1	3	3	3	2	3	3	3	24
102	4	2	4	4	4	3	3	3	3	30
103	4	2	4	4	4	4	4	3	3	32
104	4	2	3	4	4	4	4	4	4	33
105	2	2	2	3	3	3	3	2	3	23
106	4	2	4	4	4	4	3	3	3	31
107	4	2	4	4	4	3	4	3	3	31
108	2	1	4	4	4	3	3	3	3	27
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110	4	1	3	3	3	4	3	3	3	27
111	4	2	3	4	4	4	4	3	3	31
112	4	1	4	4	4	4	4	4	4	33
113	1	1	2	2	2	3	2	3	3	19

Resp.	Nomor Item									Total Item
	1	2	3	4	5	6	7	8	9	
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115	3	3	4	4	4	4	3	2	3	30
116	4	3	4	4	4	3	4	3	3	32
117	3	3	4	4	4	4	4	2	4	32
118	3	4	3	3	4	4	3	2	2	28
119	3	2	3	3	3	3	3	3	3	26
120	2	2	2	3	3	3	2	2	2	21
121	3	2	2	3	3	3	2	2	3	23
122	2	1	3	4	4	4	3	2	4	27
123	3	3	3	3	3	3	3	3	3	27
124	4	2	4	3	3	4	3	3	3	29
125	4	3	3	4	4	4	4	2	3	31
126	3	2	3	3	3	3	3	3	3	26
127	3	1	3	4	3	3	3	2	3	25
128	2	2	2	3	3	3	2	2	2	21
129	3	2	2	4	4	4	3	3	3	28
	390	262	392	452	442	431	394	354	408	3525

PENDIDIKAN KEWIRAUSAHAAN

Resp.	Nomor Item									Total Item
	10	11	12	13	14	15	16	17	18	
1	3	2	2	3	4	3	2	2	2	23
2	2	2	2	2	3	2	2	2	2	19
3	2	3	2	3	3	3	2	2	3	23
4	2	3	2	3	3	2	2	1	2	20
5	3	3	2	3	3	3	2	2	3	24
6	3	3	2	3	3	3	2	3	3	25
7	3	3	2	3	3	2	2	2	3	23
8	4	3	2	2	3	3	2	4	3	26
9	3	3	3	4	4	4	3	2	2	28
10	4	4	4	4	4	4	2	2	3	31
11	3	3	3	3	3	3	2	2	2	24
12	3	2	2	3	4	3	3	4	3	27
13	3	3	2	3	3	2	2	3	2	23
14	3	3	3	3	3	3	3	3	3	27
15	3	4	4	3	4	3	2	3	3	29
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18	3	2	3	3	3	3	3	2	3	25
19	3	3	3	3	4	3	3	2	3	27
20	3	3	3	3	3	3	3	3	3	27
21	3	3	2	3	3	2	2	3	3	24
22	3	2	3	3	4	3	2	3	2	25
23	3	3	3	3	3	3	3	3	3	27
24	3	2	2	3	3	2	3	2	3	23
25	4	3	3	3	3	3	2	3	3	27
26	3	2	3	3	3	2	2	3	3	24
27	2	3	2	3	3	3	2	3	3	24
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29	4	3	3	3	3	3	3	3	3	28
30	3	3	3	2	2	2	2	2	3	22
31	2	3	2	3	3	2	3	3	3	24
32	3	3	3	3	3	2	3	3	3	26
33	3	3	2	4	3	3	3	3	3	27
34	3	3	3	3	3	2	2	3	3	25
35	3	2	2	3	4	3	2	2	3	24
36	3	3	2	2	3	2	1	1	1	18
37	2	2	2	2	3	2	3	3	2	21

Resp.	Nomor Item									Total Item
	10	11	12	13	14	15	16	17	18	
38	3	2	2	3	3	3	1	3	3	23
39	3	3	3	3	4	3	3	3	3	28
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44	3	2	3	3	3	3	3	3	3	26
45	3	3	3	3	3	3	3	3	3	27
46	3	3	3	3	3	3	3	3	4	28
47	3	3	3	3	3	3	2	3	3	26
48	3	3	3	4	4	3	3	3	3	29
49	2	3	2	3	4	2	3	2	3	24
50	3	3	3	4	4	3	3	3	3	29
51	2	3	3	3	3	3	3	2	2	24
52	3	3	3	4	4	3	3	3	3	29
53	3	3	3	3	3	3	3	3	3	27
54	3	3	2	3	3	3	2	3	3	25
55	3	3	2	3	3	3	1	3	3	24
56	2	3	3	3	3	2	2	3	3	24
57	3	2	2	2	3	2	3	3	3	23
58	2	2	2	3	3	2	2	2	3	21
59	3	3	3	2	3	3	3	3	3	26
60	2	3	3	3	3	3	3	2	2	24
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62	4	3	3	3	4	3	3	2	3	28
63	3	3	3	2	3	2	1	1	3	21
64	4	3	3	3	4	3	3	3	3	29
65	3	4	3	4	4	4	3	2	3	30
66	3	3	3	3	3	3	3	3	3	27
67	3	3	3	3	3	3	2	2	2	24
68	3	2	2	3	3	3	3	2	2	23
69	3	3	1	3	3	4	1	1	1	20
70	4	2	1	3	4	4	1	4	4	27
71	3	3	2	3	3	3	3	3	3	26
72	3	3	3	3	3	3	3	3	3	27
73	3	3	3	3	3	3	2	3	3	26
74	3	3	3	3	3	3	3	2	2	25
75	3	3	3	3	3	3	3	3	3	27
76	3	3	3	3	3	3	3	3	3	27

Resp.	Nomor Item									Total Item
	10	11	12	13	14	15	16	17	18	
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78	3	3	3	3	3	2	2	2	3	24
79	4	3	3	3	4	4	2	2	4	29
80	3	3	3	4	3	3	3	3	3	28
81	3	3	3	3	3	3	2	2	3	25
82	2	3	3	3	4	4	2	2	3	26
83	3	3	3	3	3	3	3	3	3	27
84	3	3	3	3	3	2	2	2	2	23
85	3	4	4	3	3	2	2	2	4	27
86	3	3	2	3	2	2	3	2	2	22
87	3	2	2	3	3	3	2	2	2	22
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89	3	4	3	4	3	4	1	3	3	28
90	3	3	3	4	3	4	3	3	3	29
91	3	3	3	3	3	3	2	2	3	25
92	3	3	2	2	2	2	3	3	3	23
93	3	3	4	4	4	4	3	3	4	32
94	2	3	3	4	4	4	4	3	3	30
95	3	3	3	3	3	3	2	2	2	24
96	3	3	2	3	4	3	3	3	3	27
97	3	3	3	3	3	3	3	3	3	27
98	3	3	2	3	3	3	3	3	3	26
99	3	3	3	3	3	3	2	3	2	25
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103	4	4	3	4	4	4	2	2	3	30
104	3	3	3	3	4	3	2	3	3	27
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106	3	3	3	3	3	3	3	2	3	26
107	2	2	3	3	3	3	2	2	3	23
108	4	3	3	3	3	3	3	2	3	27
109	4	3	2	4	4	3	3	2	2	27
110	3	3	3	3	3	3	3	3	3	27
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114	3	3	3	3	3	3	3	2	3	26
115	3	3	3	4	4	3	2	2	3	27

Resp.	Nomor Item									Total Item
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116	1	3	2	3	3	3	3	3	3	24
117	4	3	4	4	4	4	4	4	3	34
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122	2	3	3	4	4	4	2	2	2	26
123	3	3	3	3	3	3	3	3	3	27
124	3	3	2	3	3	3	2	3	3	25
125	2	2	2	4	4	4	1	2	2	23
126	3	3	2	3	3	3	2	2	3	24
127	3	3	3	4	3	3	3	3	3	28
128	3	3	3	3	3	3	3	3	3	27
129	3	3	3	3	3	2	1	2	3	23
	380	371	343	401	418	376	320	329	360	3298

KEMANDIRIAN

Resp.	Nomor Item							Total Item
	19	20	21	22	23	24	25	
1	2	3	3	2	2	4	3	19
2	3	3	3	3	2	3	2	19
3	4	2	2	3	3	3	4	21
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5	3	2	2	3	2	3	3	18
6	2	2	3	2	2	4	3	18
7	2	3	3	3	3	3	3	20
8	4	2	3	3	2	4	4	22
9	1	4	4	4	3	4	3	23
10	3	3	3	3	3	4	3	22
11	3	3	3	3	3	3	3	21
12	2	2	2	3	2	4	4	19
13	3	2	2	2	3	4	4	20
14	2	3	2	3	3	3	3	19
15	4	3	4	3	3	4	3	24
16	2	3	3	3	2	3	2	18
17	3	3	3	2	2	3	2	18
18	2	2	2	2	3	3	3	17
19	1	3	2	2	3	4	3	18
20	2	3	3	3	3	3	3	20
21	2	2	3	3	2	4	4	20
22	2	3	3	2	3	3	2	18
23	3	3	3	3	3	3	3	21
24	3	3	3	4	3	4	4	24
25	3	3	3	4	3	4	4	24
26	3	2	2	3	3	4	3	20
27	2	3	3	3	3	3	2	19
28	3	3	3	3	3	3	3	21
29	2	3	3	3	2	3	3	19
30	2	3	3	3	3	3	3	20
31	2	3	2	2	2	3	3	17
32	3	3	3	3	3	4	3	22
33	1	3	3	3	3	3	4	20
34	3	2	2	3	3	4	3	20
35	3	2	2	2	2	3	3	17
36	4	3	3	3	3	3	4	23
37	4	3	2	3	3	3	3	21

Resp.	Nomor Item							Total Item
	19	20	21	22	23	24	25	
38	3	3	3	3	3	3	2	20
39	3	3	3	3	3	4	3	22
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41	3	3	3	3	3	3	3	21
42	3	3	2	3	3	3	2	19
43	3	3	3	3	3	3	4	22
44	3	3	3	3	2	3	3	20
45	3	3	3	3	3	4	3	22
46	2	3	3	3	3	4	3	21
47	2	3	3	3	3	3	3	20
48	1	3	3	3	3	4	3	20
49	4	3	3	4	3	3	3	23
50	3	3	3	3	3	4	3	22
51	3	3	3	3	3	3	3	21
52	2	3	3	2	3	3	2	18
53	3	3	3	3	3	3	3	21
54	3	3	3	3	3	3	3	21
55	2	2	2	4	3	4	3	20
56	2	3	3	3	3	3	3	20
57	3	2	2	3	2	4	4	20
58	3	3	3	3	2	4	3	21
59	2	3	3	2	2	3	3	18
60	3	3	3	3	3	3	3	21
61	1	3	3	3	3	3	3	19
62	2	2	3	3	2	4	4	20
63	2	2	2	3	4	4	4	21
64	3	3	2	2	3	4	2	19
65	2	4	3	4	4	4	4	25
66	2	2	2	3	3	3	3	18
67	1	3	3	3	3	4	4	21
68	3	3	2	3	3	3	3	20
69	2	4	3	3	3	4	4	23
70	1	3	4	4	4	4	3	23
71	2	2	2	3	3	3	2	17
72	2	2	2	3	3	3	3	18
73	3	3	3	3	3	3	3	21
74	2	3	2	2	2	3	3	17
75	2	3	3	3	3	3	4	21
76	2	3	3	3	3	3	3	20

Resp.	Nomor Item							Total Item
	19	20	21	22	23	24	25	
77	2	2	2	2	2	3	3	16
78	3	4	4	3	3	4	4	25
79	1	2	3	2	4	4	4	20
80	2	3	3	3	3	4	3	21
81	2	4	3	4	3	4	3	23
82	3	3	2	2	2	4	2	18
83	3	3	3	3	3	3	3	21
84	2	3	3	4	3	3	4	22
85	1	4	4	3	4	4	4	24
86	3	2	3	3	3	4	4	22
87	1	4	3	4	4	4	4	24
88	2	3	3	3	3	3	3	20
89	2	3	3	3	3	3	3	20
90	1	4	3	3	3	3	4	21
91	2	2	3	3	3	3	3	19
92	2	3	3	3	3	4	3	21
93	1	3	3	3	3	3	4	20
94	2	2	3	3	3	4	3	20
95	2	3	3	3	3	3	3	20
96	3	3	3	3	3	3	2	20
97	2	3	3	3	3	3	3	20
98	2	4	4	4	4	4	4	26
99	3	2	2	2	2	3	3	17
100	2	4	4	4	4	4	3	25
101	2	3	3	3	4	4	3	22
102	2	3	3	3	3	4	3	21
103	1	2	2	4	4	4	4	21
104	1	3	3	2	2	4	3	18
105	3	2	2	3	3	3	2	18
106	2	2	3	3	2	4	3	19
107	2	2	2	3	3	4	4	20
108	3	3	3	3	3	4	3	22
109	1	3	3	3	3	4	4	21
110	2	3	3	3	3	3	3	20
111	3	2	3	3	2	4	3	20
112	3	4	4	4	4	4	4	27
113	3	3	2	4	4	4	4	24
114	1	4	4	4	4	3	3	23
115	2	2	2	2	2	3	3	16

Resp.	Nomor Item							Total Item
	19	20	21	22	23	24	25	
116	2	3	3	3	3	3	3	20
117	1	4	4	4	4	4	4	25
118	3	3	3	4	3	4	2	22
119	2	3	3	3	3	3	3	20
120	2	2	2	3	3	3	4	19
121	2	2	2	3	3	3	3	18
122	3	2	2	3	4	4	4	22
123	3	3	3	2	3	3	3	20
124	3	3	3	3	2	3	3	20
125	2	3	3	3	3	4	3	21
126	3	2	2	3	3	3	3	19
127	2	3	3	3	3	4	4	22
128	2	2	2	3	3	3	4	19
129	2	2	2	3	2	4	3	18
	302	364	360	384	374	446	409	2639

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Resp.	Nomor Item											Total Item
	26	27	28	29	30	31	32	33	34	35	36	
1	3	4	3	3	3	3	3	3	3	2	3	33
2	3	3	3	3	3	3	3	3	3	2	3	32
3	3	3	3	3	2	2	3	3	3	2	3	30
4	3	3	3	3	3	3	3	3	3	3	3	33
5	3	3	3	2	2	3	3	3	3	3	3	31
6	3	4	3	2	2	2	3	3	2	2	3	29
7	2	4	3	3	3	3	3	3	3	2	3	32
8	4	3	4	2	2	3	3	3	2	2	3	31
9	1	3	4	4	2	2	3	3	2	4	4	32
10	3	3	3	4	4	4	3	3	4	2	2	35
11	2	4	4	3	3	3	3	3	2	2	3	32
12	3	3	3	2	2	2	3	3	2	3	3	29
13	3	3	3	2	2	2	3	3	3	2	3	29
14	3	3	3	3	3	3	3	3	3	3	3	33
15	2	3	4	4	3	3	3	3	4	3	3	35
16	4	4	4	2	2	3	3	3	3	3	3	34
17	3	3	3	3	3	3	3	3	3	2	3	32
18	3	3	3	3	3	2	3	3	3	2	3	31
19	3	3	3	3	3	3	4	3	3	2	2	32
20	3	3	3	3	3	3	3	3	3	3	3	33
21	3	3	3	2	3	3	3	3	3	3	3	32
22	2	4	3	3	2	2	4	3	2	2	4	31
23	3	3	3	3	3	3	3	3	3	3	3	33
24	2	3	3	3	2	3	3	3	3	3	3	31
25	4	3	3	4	3	4	3	3	4	3	3	37
26	2	3	3	3	3	2	3	3	3	2	3	30
27	3	3	3	3	3	2	3	3	3	2	3	31
28	3	3	3	3	3	2	3	3	3	3	3	32
29	3	3	3	3	3	3	3	3	2	2	2	30
30	3	3	3	3	3	3	3	3	3	3	3	33
31	3	3	3	3	2	3	3	2	3	2	2	29
32	3	3	3	3	2	3	3	3	3	3	3	32
33	3	3	3	3	3	3	3	3	2	3	3	32
34	4	4	4	3	3	3	3	3	3	4	3	37
35	4	4	3	3	2	3	3	3	4	3	3	35
36	2	4	4	2	2	3	3	4	3	1	3	31
37	3	4	4	2	2	3	3	3	3	3	4	34

Resp.	Nomor Item											Total Item
	26	27	28	29	30	31	32	33	34	35	36	
38	3	3	3	3	3	3	3	3	3	3	3	33
39	3	3	3	3	3	3	3	3	3	3	3	33
40	3	3	3	3	3	3	3	3	3	3	3	33
41	3	3	3	3	2	3	3	3	3	3	3	32
42	3	3	3	4	3	3	3	3	2	3	3	33
43	3	3	3	3	3	3	3	4	3	3	3	34
44	3	3	3	2	2	3	3	3	3	3	3	31
45	4	3	4	3	3	3	3	3	3	3	3	35
46	3	4	3	3	3	2	4	3	4	3	3	35
47	2	3	3	3	4	4	3	3	3	3	3	34
48	3	3	3	4	3	3	4	3	3	3	3	35
49	3	4	3	3	3	3	3	3	3	4	4	36
50	3	4	3	3	2	3	3	3	4	3	3	34
51	3	3	3	3	3	3	3	3	3	3	3	33
52	3	3	4	3	3	3	3	3	4	2	3	34
53	3	3	3	3	3	3	3	3	3	3	3	33
54	2	3	3	3	3	3	3	3	3	3	3	32
55	2	3	4	2	2	2	4	4	2	2	3	30
56	3	4	3	3	3	4	3	3	4	3	3	36
57	4	4	3	2	2	3	3	3	3	2	3	32
58	3	3	3	3	3	3	3	3	3	3	3	33
59	3	3	3	3	3	3	4	3	4	2	3	34
60	3	4	3	3	3	2	4	4	3	3	3	35
61	3	3	3	3	3	2	3	3	3	3	3	32
62	4	3	3	3	3	2	3	3	2	2	2	30
63	4	3	3	3	2	2	4	4	3	3	3	34
64	2	4	3	3	3	2	3	3	3	2	3	31
65	3	4	4	3	3	3	4	4	3	3	3	37
66	3	3	3	2	2	3	3	3	3	2	3	30
67	3	4	3	3	3	2	4	4	3	3	3	35
68	3	3	3	2	2	2	3	3	3	3	3	30
69	3	3	3	1	1	1	2	3	2	2	3	24
70	4	4	4	4	4	4	4	4	4	2	3	41
71	3	3	3	3	2	2	3	3	4	2	3	31
72	3	3	3	3	2	2	3	3	3	3	3	31
73	3	3	3	3	3	3	3	3	3	3	3	33
74	3	3	3	3	3	3	3	3	3	2	3	32
75	3	3	3	3	3	3	4	2	4	3	3	34
76	3	3	3	3	3	3	3	3	3	3	3	33

Resp.	Nomor Item											Total Item
	26	27	28	29	30	31	32	33	34	35	36	
77	3	3	3	2	2	3	3	3	3	2	3	30
78	3	4	4	3	3	2	3	3	2	3	3	33
79	4	4	4	4	4	4	4	4	1	4	4	41
80	3	3	3	3	3	3	3	3	3	3	3	33
81	4	3	3	3	3	3	3	3	3	4	3	35
82	3	4	3	2	2	2	4	4	3	3	3	33
83	3	3	3	3	3	3	3	3	3	3	3	33
84	3	4	3	3	3	2	3	3	2	3	3	32
85	2	4	3	4	4	3	4	4	3	1	4	36
86	3	3	3	2	2	2	3	3	3	3	3	30
87	4	4	4	1	1	1	4	4	3	3	1	30
88	3	3	3	3	2	3	3	3	3	2	3	31
89	4	3	3	3	3	3	3	4	3	3	3	35
90	2	3	4	3	3	3	4	4	3	3	3	35
91	3	3	3	3	2	2	3	3	2	3	2	29
92	3	4	3	3	3	3	3	3	3	3	3	34
93	2	4	4	4	4	3	4	4	3	2	4	38
94	3	4	4	4	3	3	4	3	3	3	3	37
95	3	3	3	3	2	2	3	3	3	2	3	30
96	3	3	3	3	3	3	3	3	3	3	3	33
97	3	3	3	3	3	3	3	3	3	2	3	32
98	3	4	3	3	3	3	3	2	2	2	3	31
99	2	3	3	3	3	2	3	3	4	2	3	31
100	2	3	3	3	3	4	3	3	2	1	4	31
101	3	3	3	3	3	3	3	3	3	2	2	31
102	3	3	3	3	3	3	3	3	3	2	2	31
103	3	4	3	4	4	3	4	4	2	1	3	35
104	4	3	4	3	3	3	3	3	4	2	3	35
105	2	3	3	2	3	2	3	3	3	2	3	29
106	2	3	3	3	3	2	4	3	4	3	3	33
107	3	3	3	3	3	3	3	3	3	2	3	32
108	3	4	3	3	3	3	3	3	4	3	3	35
109	4	4	4	4	2	2	3	4	3	3	3	36
110	3	3	3	3	3	3	3	3	2	2	3	31
111	3	3	3	3	3	3	3	1	3	3	3	31
112	1	4	4	4	4	4	4	4	4	1	4	38
113	2	4	4	2	2	3	4	4	3	3	3	34
114	1	4	4	4	4	4	4	4	3	3	1	36
115	3	4	3	3	2	3	3	3	3	3	3	33

Resp.	Nomor Item											Total Item
	26	27	28	29	30	31	32	33	34	35	36	
116	3	3	3	4	3	4	3	3	3	3	3	35
117	3	4	4	4	3	2	4	4	1	2	4	35
118	3	3	3	4	3	3	3	4	3	2	3	34
119	2	3	3	3	3	3	3	3	2	2	2	29
120	3	3	3	2	2	2	3	3	2	3	3	29
121	3	3	3	3	3	2	4	3	3	3	3	33
122	3	4	3	3	3	2	4	4	4	3	1	34
123	3	3	3	3	3	3	3	3	3	3	3	33
124	3	3	3	3	3	3	3	3	3	3	2	32
125	2	3	3	3	2	3	3	3	2	3	3	30
126	3	3	3	3	3	3	3	3	3	3	3	33
127	4	4	3	3	3	3	3	3	3	2	3	34
128	3	3	3	2	2	2	3	3	2	3	3	29
129	3	3	3	3	3	3	3	3	3	2	2	31
	377	427	412	380	355	357	413	405	378	336	380	4220

LINGKUNGAN KELUARGA

Resp.	Nomor Item								Total Item
	37	38	39	40	41	42	43	44	
1	2	2	3	2	3	2	3	2	19
2	3	3	3	2	2	2	2	3	20
3	2	4	2	2	2	2	2	2	18
4	2	3	3	3	3	2	3	3	22
5	3	2	3	2	3	3	2	3	21
6	2	3	3	3	3	3	2	2	21
7	3	3	3	2	3	2	3	3	22
8	1	4	2	2	2	2	3	2	18
9	4	2	3	4	1	2	1	2	19
10	2	4	4	2	2	3	3	3	23
11	2	3	3	2	2	3	3	3	21
12	2	3	2	2	3	3	1	2	18
13	2	3	2	2	2	2	2	2	17
14	3	3	3	3	3	3	2	2	22
15	2	4	4	3	2	1	2	2	20
16	2	3	3	2	2	2	2	4	20
17	3	3	3	2	3	2	3	3	22
18	1	3	3	2	1	2	2	3	17
19	4	3	3	3	4	3	3	4	27
20	3	3	3	3	4	3	2	2	23
21	1	3	2	2	2	2	2	2	16
22	3	4	3	3	2	3	3	2	23
23	3	3	3	3	3	3	2	2	22
24	2	3	3	3	3	3	3	3	23
25	3	3	3	3	2	2	2	2	20
26	2	3	4	3	3	3	2	2	22
27	2	3	3	2	3	3	2	2	20
28	3	3	3	3	3	3	2	3	23
29	3	3	3	2	2	2	2	2	19
30	2	3	3	2	2	3	2	3	20
31	3	3	3	3	3	3	3	3	24
32	2	3	3	3	2	3	2	2	20
33	3	2	3	3	4	3	2	2	22
34	3	3	3	3	3	3	2	2	22
35	3	3	3	2	3	2	2	3	21
36	1	4	2	2	1	1	2	1	14
37	3	3	3	2	3	3	2	2	21

Resp.	Nomor Item								Total Item
	37	38	39	40	41	42	43	44	
38	3	3	3	3	3	3	2	2	22
39	4	3	3	3	3	3	2	2	23
40	3	3	3	3	3	3	3	3	24
41	2	3	3	2	2	2	2	2	18
42	2	3	3	2	3	3	3	3	22
43	1	3	3	2	2	3	2	2	18
44	3	3	3	2	3	2	2	3	21
45	3	3	3	3	4	3	2	3	24
46	2	3	3	2	2	3	2	3	20
47	4	2	4	4	1	3	3	3	24
48	3	3	3	3	2	3	1	1	19
49	2	3	3	2	2	3	1	3	19
50	2	3	3	3	2	3	2	3	21
51	2	2	3	2	3	2	2	2	18
52	2	2	3	2	2	2	2	1	16
53	2	4	3	3	3	3	2	2	22
54	2	3	3	2	3	3	2	2	20
55	3	1	4	3	3	3	1	1	19
56	2	3	3	2	2	2	1	1	16
57	2	3	2	2	2	3	2	3	19
58	4	3	3	3	4	2	3	3	25
59	4	4	4	3	3	3	2	2	25
60	2	3	3	2	3	3	3	3	22
61	3	4	3	2	2	3	3	2	22
62	2	4	4	2	3	3	2	2	22
63	3	3	3	2	2	1	2	2	18
64	3	3	3	3	3	3	2	2	22
65	1	4	4	4	4	4	3	3	27
66	2	4	3	2	2	3	3	2	21
67	3	3	2	2	2	1	1	2	16
68	2	3	3	2	2	3	3	3	21
69	3	4	3	2	4	2	1	2	21
70	1	4	4	1	1	4	4	4	23
71	2	3	3	2	3	3	2	2	20
72	2	3	2	2	2	2	2	3	18
73	2	3	3	2	2	2	2	2	18
74	3	3	3	3	3	2	3	3	23
75	3	4	3	3	3	3	2	2	23
76	3	3	3	3	2	2	2	2	20

Resp.	Nomor Item								Total Item
	37	38	39	40	41	42	43	44	
77	2	3	3	2	2	2	2	2	18
78	3	3	3	3	3	2	2	3	22
79	2	4	3	1	1	4	1	4	20
80	3	3	3	3	3	3	2	2	22
81	2	4	3	2	3	2	2	3	21
82	3	3	3	3	3	3	2	2	22
83	2	4	4	2	2	2	2	2	20
84	2	4	3	2	3	2	2	2	20
85	2	4	3	2	2	2	1	1	17
86	2	3	2	2	2	1	1	1	14
87	1	4	2	2	2	2	1	1	15
88	2	3	3	3	2	3	2	2	20
89	3	4	4	3	4	3	3	3	27
90	2	3	3	3	2	2	2	2	19
91	3	3	3	3	3	2	1	1	19
92	2	4	4	3	1	4	3	3	24
93	4	4	4	4	3	4	1	2	26
94	3	3	3	2	3	3	2	2	21
95	3	3	3	2	2	3	2	3	21
96	4	3	3	3	3	3	2	3	24
97	3	4	3	3	3	4	2	3	25
98	3	4	4	3	3	3	2	3	25
99	2	1	2	1	2	2	2	2	14
100	4	4	3	4	1	3	1	2	22
101	2	2	3	2	2	3	4	2	20
102	3	3	3	3	3	3	3	3	24
103	4	3	4	4	1	2	2	2	22
104	3	3	4	3	3	3	2	3	24
105	2	3	3	2	2	2	3	3	20
106	4	3	2	2	3	2	1	2	19
107	3	3	3	2	3	2	2	2	20
108	3	3	3	3	2	3	3	2	22
109	2	3	2	2	1	2	1	1	14
110	3	3	3	3	3	3	2	2	22
111	2	4	4	3	3	4	2	2	24
112	4	4	4	4	4	4	1	3	28
113	3	3	2	2	3	2	1	1	17
114	4	4	4	4	2	2	2	3	25
115	3	3	3	3	3	3	2	3	23

Resp.	Nomor Item								Total Item
	37	38	39	40	41	42	43	44	
116	4	4	4	4	4	4	2	2	28
117	4	4	4	4	4	4	4	4	32
118	3	4	3	3	3	2	2	2	22
119	2	3	2	2	3	2	2	3	19
120	2	2	2	2	3	2	2	2	17
121	3	3	3	2	3	3	2	2	21
122	4	4	3	2	3	2	1	1	20
123	3	3	3	3	2	3	3	3	23
124	2	3	3	3	2	2	2	2	19
125	2	3	3	2	3	3	3	3	22
126	3	3	3	3	3	2	2	2	21
127	3	3	3	3	2	3	1	1	19
128	2	2	2	2	3	2	2	2	17
129	2	3	3	2	2	3	2	3	20
	333	407	390	327	330	337	271	301	2696

ROLE MODEL

Resp.	Nomor Item										Total Item
	45	46	47	48	49	50	51	52	53	54	
1	4	3	3	3	3	0	3	3	3	4	29
2	3	3	2	3	3	3	3	2	2	2	26
3	2	3	3	3	3	3	3	2	2	2	26
4	3	3	3	3	3	3	3	3	3	3	30
5	3	3	2	3	3	3	3	2	3	3	28
6	3	3	4	2	3	3	3	3	2	3	29
7	3	3	3	3	3	3	3	3	3	3	30
8	3	3	2	2	3	4	4	3	3	3	30
9	3	3	4	4	3	3	4	3	4	3	34
10	4	4	3	3	3	4	4	3	3	4	35
11	3	3	3	3	3	3	4	3	2	2	29
12	3	2	3	3	3	3	3	3	3	3	29
13	2	3	3	3	3	3	3	2	3	3	28
14	3	3	3	3	3	3	3	3	3	3	30
15	4	4	3	3	3	4	4	4	4	4	37
16	3	3	3	3	3	3	3	3	3	2	29
17	3	3	3	3	3	3	3	3	3	3	30
18	3	3	3	3	3	3	3	3	3	3	30
19	3	3	3	3	3	3	4	3	3	3	31
20	3	3	3	3	3	3	4	3	3	3	31
21	3	3	2	3	3	3	3	1	3	2	26
22	2	4	3	2	3	2	2	3	1	3	25
23	3	3	3	3	3	3	3	3	3	3	30
24	3	3	3	4	4	4	3	3	3	3	33
25	3	3	3	3	3	3	3	3	3	3	30
26	3	3	3	3	3	3	3	3	3	3	30
27	3	3	3	3	3	3	3	3	3	3	30
28	3	3	3	3	3	3	3	3	3	3	30
29	2	3	3	3	2	3	3	3	3	3	28
30	4	3	3	3	3	3	3	3	3	3	31
31	3	2	3	3	3	3	3	3	2	2	27
32	3	3	3	3	3	4	3	3	3	3	31
33	3	3	3	3	3	3	3	3	3	3	30
34	3	3	3	3	3	4	3	3	2	3	30
35	1	3	2	2	2	3	2	2	3	3	23
36	2	2	3	4	3	3	3	2	3	1	26
37	2	3	2	3	3	3	3	2	3	2	26

Resp.	Nomor Item										Total Item
	45	46	47	48	49	50	51	52	53	54	
38	3	3	3	3	3	3	3	3	3	2	29
39	4	3	3	3	3	3	3	3	3	3	31
40	3	3	3	3	3	4	3	3	3	3	31
41	3	3	3	3	3	3	3	3	3	3	30
42	4	4	4	3	4	3	3	3	4	4	36
43	4	3	3	3	3	3	3	3	3	3	31
44	3	3	3	3	3	3	3	3	2	3	29
45	3	3	3	3	3	3	4	3	3	3	31
46	4	3	3	3	3	4	3	3	3	3	32
47	4	4	4	4	4	4	4	4	3	4	39
48	4	3	3	3	3	3	3	3	3	3	31
49	3	3	3	3	3	4	4	3	3	3	32
50	3	3	3	3	3	4	4	3	3	4	33
51	3	3	3	3	3	3	3	3	3	3	30
52	3	3	3	3	3	4	4	2	3	2	30
53	3	3	3	3	3	3	3	3	3	3	30
54	3	3	2	3	3	3	3	3	3	3	29
55	3	3	3	3	4	3	4	3	2	3	31
56	4	4	4	3	4	4	4	4	4	4	39
57	3	3	3	3	2	3	3	3	3	3	29
58	3	3	3	3	3	3	4	3	3	3	31
59	4	3	3	3	4	3	4	3	4	3	34
60	4	3	4	1	3	4	4	3	4	3	33
61	3	3	2	2	2	3	3	3	3	3	27
62	3	3	3	3	3	4	4	3	3	3	32
63	3	3	3	3	3	3	3	3	3	3	30
64	4	3	3	3	4	4	4	3	4	3	35
65	4	3	4	1	3	4	4	3	4	3	33
66	3	3	3	3	3	3	4	3	3	3	31
67	3	3	4	3	3	3	4	2	4	3	32
68	2	3	3	3	3	3	3	3	3	2	28
69	2	2	1	3	2	4	3	1	2	3	23
70	4	4	4	4	4	4	1	4	4	4	37
71	3	3	3	3	3	3	4	3	3	3	31
72	3	3	3	3	3	3	3	2	3	3	29
73	3	3	3	3	3	3	3	3	3	3	30
74	3	3	3	3	3	3	3	3	3	3	30
75	3	3	3	3	3	3	3	3	3	4	31
76	3	3	3	3	3	3	3	3	3	3	30

Resp.	Nomor Item										Total Item
	45	46	47	48	49	50	51	52	53	54	
77	2	2	2	1	2	3	3	2	3	3	23
78	4	4	4	4	3	3	3	4	3	4	36
79	4	4	4	4	4	4	4	4	4	4	40
80	4	4	3	3	3	3	4	3	3	3	33
81	3	3	3	3	3	3	4	3	4	3	32
82	3	3	2	3	3	4	4	3	3	4	32
83	3	3	3	3	3	4	3	3	3	3	31
84	3	3	3	3	3	3	3	3	3	3	30
85	4	4	4	3	3	4	4	4	4	3	37
86	3	2	2	3	3	3	4	3	2	2	27
87	2	4	2	4	2	3	3	2	2	2	26
88	3	3	3	3	3	3	3	3	3	2	29
89	4	4	3	3	4	4	4	4	4	4	38
90	3	3	3	3	3	4	3	3	3	3	31
91	3	3	3	3	3	3	3	3	3	3	30
92	3	3	3	3	3	3	3	3	3	3	30
93	3	3	4	4	4	4	3	4	3	3	35
94	3	3	3	3	3	3	4	3	3	3	31
95	3	3	3	3	3	3	3	3	3	3	30
96	3	3	3	3	3	3	3	3	3	3	30
97	3	3	3	3	3	3	3	3	3	3	30
98	4	4	4	4	4	4	4	3	3	3	37
99	3	3	3	3	3	3	2	3	2	3	28
100	3	3	3	3	4	3	3	2	2	3	29
101	3	4	3	3	3	3	2	3	2	3	29
102	3	3	3	3	3	3	3	3	3	3	30
103	4	4	3	4	4	4	4	4	3	3	37
104	3	3	3	3	3	4	3	3	3	3	31
105	2	2	2	3	3	3	3	3	3	3	27
106	4	4	4	3	3	3	4	3	3	3	34
107	3	4	3	3	3	3	3	3	3	3	31
108	4	4	4	4	4	4	3	3	3	3	36
109	2	3	2	4	4	4	3	4	3	4	33
110	3	3	3	3	3	3	3	3	2	3	29
111	4	4	3	3	3	3	4	3	3	3	33
112	4	4	4	4	4	4	4	4	1	4	37
113	3	3	2	4	2	3	3	2	3	3	28
114	4	4	4	4	4	4	4	3	3	3	37
115	3	3	2	2	3	4	4	4	3	3	31

Resp.	Nomor Item										Total Item
	45	46	47	48	49	50	51	52	53	54	
116	4	4	3	3	3	3	4	4	3	4	35
117	4	4	4	4	4	4	4	4	4	3	39
118	4	3	4	3	4	4	4	3	3	3	35
119	2	3	3	3	3	3	3	3	2	3	28
120	3	2	2	2	3	3	3	2	2	2	24
121	3	3	4	3	3	4	3	3	3	2	31
122	3	3	3	3	4	4	4	3	3	3	33
123	3	3	3	3	3	3	3	3	3	3	30
124	3	3	3	3	3	3	4	3	3	3	31
125	3	3	3	3	3	4	4	3	3	3	32
126	3	3	3	3	3	3	3	3	3	3	30
127	3	3	3	3	3	4	4	3	3	3	32
128	3	2	2	2	3	3	3	2	2	2	24
129	3	2	3	2	3	3	3	3	3	3	28
	403	401	388	389	400	423	426	382	380	385	3977

Appendix 6. Descriptive Analysis

DESKRIPSI DATA

Frequencies

Statistics

		Minat Berwirausah a	Pendidikan Kewirausaha an	Kemandir ian	Toleransi Risiko	Lingkung an Keluarga	Role Model
N	Valid	129	129	129	129	129	129
	Missin g	0	0	0	0	0	0
Mean		27.33	25.57	20.46	32.71	20.90	30.83
Std. Error of Mean		.343	.255	.184	.218	.266	.300
Median		27.00	26.00	20.00	33.00	21.00	30.00
Mode		26	27	20	33	22	30
Std. Deviation		3.895	2.896	2.095	2.479	3.023	3.412
Variance		15.174	8.388	4.391	6.144	9.138	11.643
Range		22	18	11	17	18	17
Minimum		14	18	16	24	14	23
Maximum		36	36	27	41	32	40
Sum		3525	3298	2639	4220	2696	3977

Frequency Table

Minat_Berwirausaha

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 14	1	.8	.8	.8
19	2	1.6	1.6	2.3
21	8	6.2	6.2	8.5
22	5	3.9	3.9	12.4
23	9	7.0	7.0	19.4
24	3	2.3	2.3	21.7
25	5	3.9	3.9	25.6
26	18	14.0	14.0	39.5
27	15	11.6	11.6	51.2
28	17	13.2	13.2	64.3
29	8	6.2	6.2	70.5
30	9	7.0	7.0	77.5
31	10	7.8	7.8	85.3
32	7	5.4	5.4	90.7
33	6	4.7	4.7	95.3
34	3	2.3	2.3	97.7
35	2	1.6	1.6	99.2
36	1	.8	.8	100.0
Total	129	100.0	100.0	

Pendidikan_Kewirausahaan

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

Valid	18	2	1.6	1.6	1.6
	19	1	.8	.8	2.3
	20	2	1.6	1.6	3.9
	21	5	3.9	3.9	7.8
	22	4	3.1	3.1	10.9
	23	13	10.1	10.1	20.9
	24	22	17.1	17.1	38.0
	25	13	10.1	10.1	48.1
	26	14	10.9	10.9	58.9
	27	29	22.5	22.5	81.4
	28	8	6.2	6.2	87.6
	29	8	6.2	6.2	93.8
	30	3	2.3	2.3	96.1
	31	1	.8	.8	96.9
	32	2	1.6	1.6	98.4
	34	1	.8	.8	99.2
	36	1	.8	.8	100.0
Total		129	100.0	100.0	

Kemandirian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	2	1.6	1.6	1.6
	17	6	4.7	4.7	6.2
	18	16	12.4	12.4	18.6

19	14	10.9	10.9	29.5
20	33	25.6	25.6	55.0
21	25	19.4	19.4	74.4
22	14	10.9	10.9	85.3
23	7	5.4	5.4	90.7
24	6	4.7	4.7	95.3
25	4	3.1	3.1	98.4
26	1	.8	.8	99.2
27	1	.8	.8	100.0
Total	129	100.0	100.0	

Toleransi_Risiko

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 24	1	.8	.8	.8
29	9	7.0	7.0	7.8
30	12	9.3	9.3	17.1
31	20	15.5	15.5	32.6
32	19	14.7	14.7	47.3

33	25	19.4	19.4	66.7
34	14	10.9	10.9	77.5
35	16	12.4	12.4	89.9
36	5	3.9	3.9	93.8
37	4	3.1	3.1	96.9
38	2	1.6	1.6	98.4
41	2	1.6	1.6	100.0
Total	129	100.0	100.0	

Lingkungan_Keluarga

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 14	4	3.1	3.1	3.1
15	1	.8	.8	3.9
16	4	3.1	3.1	7.0
17	6	4.7	4.7	11.6
18	10	7.8	7.8	19.4
19	13	10.1	10.1	29.5
20	20	15.5	15.5	45.0

21	15	11.6	11.6	56.6
22	24	18.6	18.6	75.2
23	11	8.5	8.5	83.7
24	9	7.0	7.0	90.7
25	5	3.9	3.9	94.6
26	1	.8	.8	95.3
27	3	2.3	2.3	97.7
28	2	1.6	1.6	99.2
32	1	.8	.8	100.0
Total	129	100.0	100.0	

Role_Model

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 23	3	2.3	2.3	2.3
24	2	1.6	1.6	3.9
25	1	.8	.8	4.7
26	6	4.7	4.7	9.3
27	4	3.1	3.1	12.4
28	8	6.2	6.2	18.6
29	14	10.9	10.9	29.5
30	30	23.3	23.3	52.7
31	22	17.1	17.1	69.8
32	8	6.2	6.2	76.0

33	8	6.2	6.2	82.2
34	3	2.3	2.3	84.5
35	5	3.9	3.9	88.4
36	3	2.3	2.3	90.7
37	7	5.4	5.4	96.1
38	1	.8	.8	96.9
39	3	2.3	2.3	99.2
40	1	.8	.8	100.0
Total	129	100.0	100.0	

Appendix 7. Prerequisite Tests Analysis

UJI LINIERITAS

Minat Berwirausaha*Pendidikan Kewirausahaan

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Minat_Berwi Between (Combined)	383.677	16	23.980	1.723	.052
rausaha * Groups Linearity	230.272	1	230.272	16.547	.000
Pendidikan_ Deviation from Linearity	153.405	15	10.227	.735	.745
Kewirausahaan					
Within Groups	1558.649	112	13.917		
Total	1942.326	128			

Minat Berwirausaha*Kemandirian

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Minat_Ber Between (Combined)	240.017	11	21.820	1.500	.141
wirausaha * Groups Linearity	46.002	1	46.002	3.162	.078
Kemandirian Deviation from Linearity	194.015	10	19.402	1.333	.221
Within Groups	1702.308	117	14.550		
Total	1942.326	128			

Minat Berwirausaha*Toleransi Risiko

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Minat_Berwirausaha * Toleransi_Risiko					
Between Groups	482.422	11	43.857	3.515	.000
Linearity	359.967	1	359.967	28.849	.000
Deviation from Linearity	122.456	10	12.246	.981	.463
Within Groups	1459.903	117	12.478		
Total	1942.326	128			

Minat Berwirausaha*Lingkungan Keluarga

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Minat_Berwirausaha * Lingkungan_Keluarga					
Between Groups	843.550	15	56.237	5.783	.000
Linearity	542.012	1	542.012	55.742	.000
Deviation from Linearity	301.538	14	21.538	2.215	.011
Within Groups	1098.775	113	9.724		
Total	1942.326	128			

Minat Berwirausaha*Role Model

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Minat_ Berwira usaha * Role_M odel	Between Groups (Combined)	1032.615	17	60.742	7.412	.000
	Linearity	846.500	1	846.500	103.287	.000
	Deviation from Linearity	186.115	16	11.632	1.419	.146
	Within Groups	909.710	111	8.196		
	Total	1942.326	128			

UJI MULTIKOLENIERITAS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.658	3.728		.445	.657		
Pendidikan	-.028	.097	-.021	-.285	.776	.734	1.362
Kewirausahaan	-.193	.125	-.104	-1.538	.126	.851	1.175
Kemandirian	.079	.126	.050	.625	.533	.595	1.680
Toleransi Risiko	.399	.089	.310	4.486	.000	.809	1.236
Lingkungan Keluarga	.629	.102	.551	6.154	.000	.481	2.079
Role_Model							

a. Dependent Variable:
Minat_Berwirausaha

HETEROSKEDASTISITAS

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.390	2.061		1.160	.248
	Pendidikan_Kewirausahaan	-.048	.055	-.090	-.882	.379
	Kemandirian	-.087	.071	-.118	-1.219	.225
	Toleransi_Risiko	.067	.071	.107	.948	.345
	Lingkungan_Keluarga	-.099	.050	-.192	-1.977	.050
	Role_Model	.083	.058	.182	1.431	.155

a. Dependent Variable: RES2

Appendix 8. Hypothesis Testing

UJI HIPOTESIS PERTAMA

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Pendidikan_Kewirausahaan ^a		. Enter

a. All requested variables entered.

b. Dependent Variable:
Minat_Berwirausaha

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.344 ^a	.119	.112	3.672	.119	17.082	1	127	.000

a. Predictors: (Constant),
Pendidikan_Kewirausahaan

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	230.272	1	230.272	17.082	.000 ^a
	Residual	1712.054	127	13.481		
	Total	1942.326	128			

a. Predictors: (Constant),
Pendidikan_Kewirausahaan

b. Dependent Variable:
Minat_Berwirausaha

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	15.486	2.883		5.372	.000		
Pendidikan Kewirausahaan	.463	.112	.344	4.133	.000	1.000	1.000

a. Dependent Variable:
Minat_Berwirausaha

UJI HIPOTESIS KEDUA

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Kemandirian ^a		Enter

a. All requested variables entered.

b. Dependent Variable:
MInat_Berwirausaha

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.321 ^a	.103	.096	3.540	.103	14.632	1	127	.000

a. Predictors: (Constant),
Kemandirian

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	183.378	1	183.378	14.632	.000 ^a
	Residual	1591.661	127	12.533		
	Total	1775.039	128			

a. Predictors: (Constant), Kemandirian

b. Dependent Variable: MInat_Berwirausaha

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
-------	-----------------------------	---------------------------	---	------

		B	Std. Error	Beta		
1	(Constant)	15.952	3.010		5.300	.000
	Kemandirian	.567	.148	.321	3.825	.000

a. Dependent Variable: MInat_Berwirausaha

UJI HIPOTESIS KETIGA

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Toleransi_Risiko ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Minat_Berwirausaha

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.430 ^a	.185	.179	3.530	.185	28.891	1	127	.000

a. Predictors: (Constant), Toleransi_Risiko

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	359.967	1	359.967	28.891	.000 ^a
	Residual	1582.359	127	12.460		
	Total	1942.326	128			

a. Predictors: (Constant), Toleransi_Risiko

b. Dependent Variable: Minat_Berwirausaha

Coefficients^a

Model	Unstandardize d Coefficients		Standardize d Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	5.193	4.129		1.258	.211		
Toleransi Risiko	.677	.126	.430	5.375	.000	1.000	1.000

- a. Dependent Variable:
Minat_Berwirausaha

UJI HIPOTESIS KEEMPAT

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Lingkungan Keluarga ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Minat_Berwirausaha

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.528 ^a	.279	.273	3.321	.279	49.157	1	127	.000

a. Predictors: (Constant),

Lingkungan_Keluarga

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	542.012	1	542.012	49.157	.000 ^a
	Residual	1400.313	127	11.026		
	Total	1942.326	128			

a. Predictors: (Constant), Lingkungan_Keluarga

b. Dependent Variable: Minat_Berwirausaha

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	13.099	2.050		6.390	.000		
Lingkungan Keluarga	.681	.097	.528	7.011	.000	1.000	1.000

a. Dependent Variable:
Minat_Berwirausaha

UJI HIPOTESIS KELIMA

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Role_Model ^a		Enter

a. All requested variables entered.

b. Dependent Variable:
Minat_Berwirausaha

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.660 ^a	.436	.431	2.937	.436	98.105	1	127	.000

a. Predictors: (Constant),
Role_Model

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	846.500	1	846.500	98.105	.000 ^a
	Residual	1095.826	127	8.629		
	Total	1942.326	128			

a. Predictors: (Constant),
Role_Model

b. Dependent Variable:
Minat_Berwirausaha

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	4.090	2.360		1.733	.086		
Role Model	.754	.076	.660	9.905	.000	1.000	1.000

a. Dependent Variable:
Minat_Berwirausaha

UJI HIPOTESIS KEENAM

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Role Model, Lingkungan Keluarga, Kemandirian, Pendidikan Kewirausahaan, Toleransi Risiko ^a		Enter

a. All requested variables entered.

b. Dependent Variable: MInat_Berwirausaha

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.715 ^a	.511	.491	2.658	.511	25.663	5	123	.000

a. Predictors: (Constant), Role_Model, Lingkungan_Keluarga, Kemandirian, Pendidikan_Kewirausahaan, Toleransi_Risiko

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
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1	Regression	906.293	5	181.259	25.663	.000 ^a
	Residual	868.746	123	7.063		
	Total	1775.039	128			

a. Predictors: (Constant), Role_Model, Lingkungan_Keluarga, Kemandirian, Pendidikan_Kewirausahaan, Toleransi_Risiko

b. Dependent Variable:
MInat_Berwirausaha

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.029	3.576		-.008	.994
	Pendidikan Kewirausahaan	-.041	.095	-.032	-.437	.663
	Kemandirian	.106	.124	.060	.857	.393
	Toleransi Risiko	.048	.122	.032	.395	.694
	Lingkungan Keluarga	.366	.086	.297	4.233	.000
	Role Model	.555	.101	.509	5.521	.000

a. Dependent Variable:
MInat_Berwirausaha